DOCUMENT RESUME

ED 056 227 VT 014 200

TITLE	Guidelines to Initiate and Operate a Cooperative Vocational Education Program.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
PUB DATE	71
NOTE	83p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrative Organization; *Cooperative Education; Employment Practices; Financial Support; Guidelines; *Manuals; *Program Development; *Program Planning; Records (Forms); Secondary Grades; *Vocational Education

ABSTRACT

Prepared by the State Department of Vocational Education, this handbook is for school administrators, coordinators and teachers to use in planning, establishing and conducting cooperative vocational education programs. The basic purpose of the cooperative program is to provide occupational training through the use of business and industrial concerns. Problems connected with such a program include: (1) program organization and establishment, (2) program guidelines, (3) law, rules, and regulations for employment, (4) administration and supervision, (5) financing the program, and (6) evaluation. Information concerning procedures and sample forms is appended. (GEB)

ED056227

OCT 15 1971

Cooperative Vocational Education In Pennsylvania

School Students and Parents
Business and Industry

VT014200

Pennsylvania Department of Education 1971

ED056227

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Guidelines to Initiate and Operate A Cooperative Vocational Education Program

Prepared by
Bureau of Vocational, Technical and Continuing Education
Pennsylvania Department of Education
1971

ED025251

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
David H. Kurtzman, Secretary

Commissioner for Basic Education
B. Anton Hess

Assistant Commissioner for Programs and Services
Donald M. Carroll Jr.

Bureau of Vocational, Technical and Continuing Education
John W. Struck, Director

Cooperative Education
Robert M. Burchfield, Consultant

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

F O R E W O R D

This publication is a guide for chief school administrators, cooperative project coordinators and teacher-coordinators in planning for the further development of cooperative vocational education programs in Pennsylvania.

The concept of cooperative vocational education is certainly not new. However, recent trends in all areas of vocational education provide compelling reasons for "sharpening" our concepts and broadening our ideas of this method to more occupational training areas.

This highly effective technique gained prominence and congressional support when the National Advisory Council on Vocational Education reported:

> "The part-time cooperative plan is undoubtedly the best program we have in vocational education. It consistently yields high placement records, high employment stability and high job satisfaction."

We are deeply indebted to Mr. Frederick Welch, Instructor of Cooperative Education, Pennsylvania State University, for his support in this project. Were it not for his guidance and assistance, this publication would not have been possible. We are grateful to Dr. John Struck, State Director of Vocational Education, division chiefs and the state supervisors of vocational education who contributed to this Handbook.

Robert M. Burchfield, Consultant
Cooperative Vocational Education

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INTRODUCTION

One of the main purposes of vocational education is to provide students with knowledges and skills which are realistic in the light of actual and anticipated opportunities for gainful employment to the extent that they can at least qualify for entry level jobs. This training must be suited to the students' needs, interests and abilities.

At the secondary school level, most of this training is carried on within the confines of a school shop or laboratory. Instruction is provided by a competent occupational specialist in the vocational field.

Vocational shops and laboratories can be provided only where a reasonable number of people are available to benefit from such an offering. Cooperative Vocational Education is an excellent technique to expand and extend the occupational training opportunities available to meet the needs and interests of many more students than those being trained today.

Co-op education, as it is commonly called, requires the close planning and cooperation of three major groups: the school, parents and students, and business and industry. With parents' consent and encouragement; with the cooperation of business and industrial establishments; and with the schools' planning, leadership and supervision the students participate in a closely supervised on-the-job training program which provides learning opportunities that are rarely impossible to duplicate in a school setting.

This handbook is a guide for the planning, establishing and conducting of cooperative vocational education programs. School administrators, coordinators and teachers are urged to use these guidelines as they expand the educational opportunities of their schools to include programs of this type.

John W. Struck
State Director of Vocational Education

I. COOPERATIVE VOCATIONAL EDUCATION

A. Purpose of Cooperative Vocational Education

The basic purpose of cooperative vocational education is to provide occupational training through the use of business and industrial concerns and to help bridge the gap between school and employment. Cooperative vocational education programs take a school curriculum beyond the four walls of the high school and use the community as its classrooms. The facilities of the local business and industries are used for the vocational classroom and local craftsmen are the instructors. It offers the blending of high school instruction with on-the-job experience. Training is offered where regular preparatory training could not be offered. It is also used as a capstone activity in traditional vocational program. Cooperative vocational education not only offer a variety of occupational areas but can also accommodate many levels of training from semi-skilled to the technician level. The program can provide training at the junior high school, senior high school, post-secondary and at the adult level.

B. Definitions of Terms

The purpose of this section is to clarify the meaning of some of the terms in this report:

1. Advisory Committee - A committee of representatives from the community whose function is to aid the co-op coordinator in developing and guiding the cooperative vocational education program.

2. Child Labor Laws - Both federal and state laws which regulate the employment of minors and student-learners.

3. Cooperative Vocational Education Coordinator - The certified person on the school staff responsible for planning, promoting, supervising and evaluating the cooperative vocational program.

4. Employer-Trainer - The student-learner's employer at the training station.

5. Fair Labor Standards Act - The federal act which regulates the minimum salary and deals with industries involved in interstate commerce or have a dollar volume of business over and above the set amount, usually $250,000.

6. Part G - That part of the Vocational Education Act of 1968 devised to stimulate cooperative vocational education programs in areas of high youth unemployment, high dropout rates and in other areas where vocational training is needed.

7. Program Proposal - A proposal stating the need and the intent of a planned program to receive funds under Part G of the Vocational Education Act of 1968.

8. Student-Learner - A student who is enrolled in a cooperative vocational education program and is legally employed as a part-

time employee as certified by the Wage and Hour and Public Contracts Division of the U. S. Department of Labor.

9. Related Instruction Class - The class in which the general and technical related instruction is taught by the cooperative vocational education teacher-coordinator.

10. General Related Instruction - The part of the theory class which covers such material as personality development, reliability, wage laws, insurance, labor management relations and other general knowledge necessary for an informed employee.

11. Technical Related Instruction - The part of the theory class which pertains to the specific occupation in which the student-learner is engaged. For example, for a meat cutter it would include such areas as bone structure of animals, types and cuts of meat, use and care of tools, safety, etc.

12. Training Agreement - A written agreement outlining school and employers responsibilities. It is precise and detailed document describing the school instruction and occupational training to be offered. It is signed by the student, parent, coordinator and employer.

13. Training Station - The place of the part-time employment for the student-learner.

C. <u>The Advantages of Cooperative Education</u>

Cooperative vocational education can prepare students for a broad range of occupational fields.

Cooperative vocational education enables the student to relate education directly to his career interests through actual employment situations.

Cooperative vocational education provides occupational training in an area where there is limited need for skilled people. Such areas might be shoe repairman, sewing machine mechanic, tailor, upholsterer, or hand chocolate dipper.

Cooperative vocational education provides occupational training in areas where specialized tools and processes would make it difficult or impossible to offer within the school shop or lab. Some examples are computer repairmen, meat cutters, blacksmiths, florists, salesmen, child care workers and medical and industrial laboratory technicians.

Cooperative vocational education programs enable the student to bridge the gap from school to work with reasonable ease. He will be functioning on the job <u>under the guidance of school personnel</u>.

Cooperative vocational education helps the student make a realistic judgment as to his vocational choice while still in school. Many people see jobs as glamorous occupations; yet, when actually functioning on the job, they see it differently.

In addition to the above, there are advantages for the student-learner, the employer-trainer, the school, the community and labor.

1. Advantages to Student-Learners are:

   a. It encourages students to remain in the community and become participating citizens.
   b. Offers training for boys and girls in their chosen occupation.
   c. Makes possible an easier adjustment to work and employment.
   d. Wages paid to trainees often allow them to complete school.
   e. Establishes definite work habits and attitudes.
   f. Motivates interests in all school subjects.

2. Advantages to the Employer-Trainer are:

   a. Provides a better all around employee than he could ordinarily afford to train himself.
   b. Provides assistance in selecting qualified personnel.
   c. Enables the employer to be a part of the school program.
   d. Trains potential full time employees in his own plant.
   e. Enables the employer to receive a more direct return from his school tax dollar.

3. Advantages to the School are:

   a. Broadens the curriculum.
   b. Discourages many from dropping out of school.
   c. Helps the school keep abreast of modern trends in business and industry.
   d. Helps meet the training needs of the community.
   e. Provides closer cooperation with the community as a whole.

4. Advantages to the Community are:

   a. It encourages the students to remain in the community.
   b. Students tend to feel their community responsibilities at an earlier age.
   c. Act as a catalyst for promoting adult and evening classes.
   d. Promotes a closer cooperation between the community and the school.
   e. Enables youth to make sound occupational adjustments.

5. Advantages to Labor are:

   a. To help assure that certain areas of the labor market will not be flooded.
   b. Enables labor to help guide the program through representation on the advisory committee.
   c. Pre-apprenticeship training is offered which will be advantageous to both apprentices and journeymen.
   d. Helps to open the way for part-time and evening classes for apprentices and journeymen workers.
   e. Provides a source of persons who have some leadership training through participation in a youth organization.

THE COMMITTEE ON LABOR AND PUBLIC WELFARE OF THE U. S. SENATE STATES, "THE PART-TIME COOPERATIVE PLAN IS UNDOUBTEDLY THE BEST PROGRAM WE HAVE IN VOCATIONAL EDUCATION. IT CONSISTENTLY YIELDS HIGH PLACEMENT RECORDS, HIGH EMPLOYMENT STABILITY AND HIGH JOB SATISFACTION. STUDENTS CANNOT BE TRAINED FASTER THAN THEY CAN BE PLACED. THE AVAILABILITY OF TRAINING STATIONS WITH EMPLOYERS IS LIMITED TO THE NEED OF THE EMPLOYER."[1]

D. Pitfalls to Avoid

Whenever a new program is being developed, several precautions should be taken to prevent misdirection. The key to any cooperative vocational education program is the coordinator. Most vocational authorities agree the success or failure of the program rests with the coordinator. The selection of this individual is the first step toward providing a good program. Other precautions could include alternate programs for students in the event they are laid off due to an unusual circumstance such as a business slump. The majority of employers are willing and enthusiastic about working with the school in developing the student, but proper supervision is necessary to prevent an employer from offering only limited training or encouraging the student to quit school and work full time. The student should have a career objective in mind. The money received and time off from school should be incidental to the training. Consideration should be given to the problem of liability insurance for the student working in such areas as health occupations training. This is an area where the possibility of liability might be high. There are other precautions, of course, but the coordinator with the aid of the school staff and the advisory committee can resolve most problems which may develop.

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[1]United States Congress, Senate, Subcommittee on Education of the Committee on Labor and Public Welfare, Notes and Working Papers Concerning the Administration of Programs, 90th Congress, 2nd Session, March, 1968.

II. PROGRAM ORGANIZATION AND ESTABLISHMENT

A. Initiating and Establishing Cooperative Vocational Education Programs

1. Prior to Program Start

a. Area wide planning
b. Preliminary community and student surveys (first year)
c. Submit a program proposal and Form DEBE-131 to the regional chief of vocational education for approval (funding under Part G first year)
d. Apply for program approval under Code 2504 Form DEBE-387 Application to Operate a Vocational Education Program or Course (See appendix)
e. Hire a coordinator
f. Conduct an in-depth community survey by teacher-coordinator
g. Inform students of the program
h. Establish and meet with advisory committee
i. Develop theory class material
j. Interview students
k. Purchase necessary equipment and supplies for the program
l. Purchase texts, reference and other classroom supplies
m. Establish training stations
n. Publicize program
o. Develop training agreement
p. Place students in training stations
q. Insure compliance with all state and federal labor laws

2. The Start of the Program

a. Students start school and work
b. Establish additional training stations (as needed)
c. Start theory class
d. Publicize program
e. Coordinator start employment visits (weekly, bi-weekly, as needed)

3. After the Program is Underway

a. Get student ratings from employer (monthly)
b. Advisory committee meetings (as needed)
c. Revise instructional materials (as needed)
d. Theory class student evaluation (as needed)
e. Cultivate new training stations for future use (periodically)
f. Continue public relations activity
g. Participate in community activities (coordinator whenever possible)
h. Keep school staff informed and interested in the program (continually)
i. Start youth activities

4. Near the End of the Year

a. Interview students for next year
b. Find new and reestablish old training stations
c. Have final interview with present students - suggestions, employer, etc.

d. Have employer-employe banquet
e. Annual program evaluation
f. Have advisory committee meeting to aid in overall program evaluation
g. Conduct follow-up of dropouts
h. Conduct follow-up of graduates (after program has been in operation for more than one year)
i. Submit an annual evaluation report to the Pennsylvania Bureau of Vocational Education (for programs funded under Part G)
j. Reevaluate and update theory class material
k. Plan for upgrading the program

B. Program Approval

A program plan must meet the following minimum requirements and standards:

1. Employ a certified coordinator.

2. Have a maximum equivalent to forty students for each full time coordinator. (1/2 time 20 1/4 time 10, etc.)

3. Have an active advisory committee.

4. The students must be paid a wage.

5. Students are employed for training during the hours that the school provides the coordinator for supervision.

6. There must be a written training agreement for each student.

7. The students' training is in occupations which reflect their career objectives and provide opportunities for promotion and advancement.

8. Each learning activity shall provide for broad training and for planned supervision and periodic evaluation.

9. The student-learner does not displace other workers who perform such work.

10. The employment training complies with all state and federal labor laws.

11. There is an annual program evaluation.

12. There is a periodic follow-up of dropouts and graduates.

NOTE: First year of program submit Form DEBE-387.

Programs funded under Part G must also meet the following:

1. Submit a program proposal for approval.

2. Submit Form DEBE-131, Vocational Education Application for Cooperative Education (Part G).

3. Submit an annual program evaluation report.

4. Provide for noncommingling of funds.

C. Ancillary Services and Activities

The Bureau of Vocational, Technical and Continuing Education shall provide or make arrangements for the provisions of ancillary services necessary to assure quality in all cooperative vocational education programs. Such other ancillary services may include pre-service and in-service training of teacher coordinators, development of curricula and instructional materials, the establishment of innovative programs, jointly conducted evaluations of cooperative programs and services and providing adequate vocational guidance and requirements applicable to cooperative vocational education programs. The local people should let their needs be known to the vocational consultant (responsible for cooperative education and/or consultant for cooperative education -- Bureau of Vocational Education). When the needs are known appropriate actions can be taken to provide whatever service is needed to assure quality programs.

D. Public Relations

Public relations is a continuous process. When the coordinator in the community contacts an employer, he must be acutely aware that he is performing public relations for both the school and program. There are many sources and activities which can help a person in the area of publicity and public relations.

1. Public Speaking - Sooner or later the local chamber of commerce, rotary or PTA will ask the coordinator to address their group. Each offer should be accepted since it provides an opportunity for the coordinator to inform the local people about the cooperative education program. In this area there are two good sources for help. First is probably a member of the advisory committee that can be effectively used in this capacity. Second, and perhaps the most effective way to get your message across, is to use attractive and articulate cooperative vocational education students.

2. News Releases - A good way to reach a large number of people is through the newspaper. An editor is usually reluctant to assign photographers and reporters to activities other than outstanding newsworthy events. News items can be sent to the city editor and generally will appear in the newspaper. Articles will have a better chance of being printed in the newspaper if they are in acceptable style, short and to the point. Most editors like the top one-third of the paper blank. Start the news items with the most important information first and the least important facts at the end of the article. Then if the article needs to be shortened for any reason it will be cut at the end. The Associated Press Style Book will give more detailed guidelines for developing effective news releases. Another good source is your local newspaper correspondent. This person is paid by the number of lines or articles published and may be more willing to help the coordinator promote the program.

3. Radio and TV - The Federal Communications Commission requires that radio and television stations devote part of their broadcast day to public information and service programs. To meet this obligation the station manager is looking for activities which have a high public interest factor. The coordinator should consider topics of public interest and present them to the professional broadcasters for possible programming.

4. Youth Group - A well organized youth group, through its activities, can reflect a fine image for the program.

5. Trade Associations - The teacher-coordinator should seek help from and work closely with various trade associations. These people can be very effective in assisting the coordinator in many other areas besides public relations.

Other public relations to consider are school newspapers, bulletin boards and displays, assemblies and open houses such as during National Education Week and Vocational Education Week.

III. PROGRAM GUIDELINES

A. Types of Cooperative Vocational Education Programs

1. Cooperative Vocational Education

". . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendancy may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study program."[1] Cooperative vocational education includes cooperative distributive education, cooperative health occupations, cooperative vocational education in agriculture, cooperative business education, cooperative work experience in home economics, cooperative trade and industrial education, and interrelated cooperative education programs.

2. Cooperative Distributive Education

Distributive Education is a program of instruction in distribution and marketing. Distribution, used synonymously with marketing, relates to those activities that direct the flow of goods and services, including their appropriate marketing functions such as sales promotion, buying, operations, transportation, market research and management. This program includes part-time on-the-job training in conjunction with classroom theory and laboratory experiences.

3. Cooperative Health Occupations

Health occupations education programs provide instruction for preparing individuals to enter occupations which are supportive to the health professions such as nursing, medical and dental practice. Cooperative health occupations can be planned to provide classroom instruction, laboratory experience in the school with part-time on-the-job training. Typical cooperative programs can be established for dental assistants, X-ray technician, health assistant, etc.

4. Cooperative Vocational Education in Agriculture

This means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required

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[1]Act PL 90-576, 90th Congress, "Vocational Education Amendment of 1968," Part G, Sec. 174.

academic courses and related vocational instruction by the alteration of study in school with a job in any agricultural occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.[2]

5. Cooperative Business Education

A cooperative business education program provides classroom instruction and on-the-job education to develop occupational competency in office skills. This program is intended to prepare the pupil for initial jobs and for career advancement. The cooperative program usually is offered during grade twelve as a capstone experience for pupils who have as a career objective a business office occupation. Subjects such as bookkeeping, data processing, office practice, shorthand, and typewriting are given prior to, or during the time of placement at a training station. During the period of cooperative work experience, the student-learner takes at least one theory class which includes instruction directly related to the tasks and responsibilities with which he is confronted on the job. Pupils involved in the cooperative business education program should be scheduled to take this class at the same time so that they might learn from each other's experiences.

6. Cooperative Wage Earning - Home Economics

A cooperative home economics program means a wage earning program in areas growing out of the knowledge and skills of home economics. This program is intended to prepare the student-learner for entry level jobs in areas such as child care worker, food service worker, home and institutional housekeeping aid and clothing maintenance worker. It is a cooperative arrangement between the school and the employer which includes part-time on-the-job training and the required academic courses. While the student-learner is involved in the part-time on-the-job training, he should be scheduled for in-school instruction which is directly related to the job so that there can be a close relationship and that the total program will contribute to his employability.

7. Cooperative Trade and Industrial Education

A program of instruction concerned with developing occupationally competent individuals on an operational, skilled, or technical level in areas of layout, designing, producing, processing, assembling, testing, maintaining, servicing or repairing any product or commodity. Typical trade and industrial areas include automotive industries, commercial artists, carpentry, business machine repair, drafting, electronics, graphic arts, metal working occupations, textile production and fabrication, architectural technology, industrial technology, scientific data processing, and other trade and industrial courses including those on the technical level.

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[2]Federal Register, Volume 35, Number 91, Saturday, May 9, 1970.

8. Interrelated Cooperative Education

The program crosses the traditional vocational fields by combining two or more of the above cooperative programs. This program is intended to prepare for initial job entry in any variety of occupations. There may be students training to be meat cutters, waitresses, sales clerks, machinists, dental assistants, and secretaries within the same program. Because of the diversity of the occupational areas involved, most of the technical related information will be taught as individualized instruction. The in-school theory class instruction is coordinated with the on-the-job activities.

B. Program Organization and Management

The cooperative vocational education approach is versatile and can be developed to fill many needs. Cooperative programs range from special programs to help the potential dropout, the disadvantaged and the handicapped to programs leading to associate degrees. The following is a list of possible program arrangement:

1. Single Occupational Area Approach

In this program one of the following kinds of cooperative education programs will be offered: cooperative distributive education, cooperative health occupations, cooperative vocational education in agriculture, cooperative business education, cooperative wage earning - home economics and cooperative trade and industrial education. The unique aspect of this approach is that most of the theory class content can be taught in group instruction rather than the individualized instruction because of the similarities of the occupations. This program generally is used to supplement the in-school program in large communities where there are ample training stations available in a single cluster area.

2. Interrelated Approach

This program crosses two or more of the traditional vocational lines combining as many areas as needed to serve the students involved. Due to the diversity of the occupations, the technical related information part of the related instruction class depends mostly on individualized instruction and not on group activities. This program is used in smaller communities where there are limited vocational offerings available.

The programs cross the traditional vocational fields by combining two or more of the above cooperative programs. This program is intended to prepare for initial job entry in any variety of occupations. The in-school related instruction class instruction is coordinated with the on-the-job activities. This program can be used to supplement existing vocational programs or areas not offering in-school vocational programs.

3. One Year Program

The one-year approach is often a senior-year program. This is generally a capstone to an existing program such as cooperative business education to give the seniors supervised work experience coping with human relations problems on the job. The theory class will emphasize the general related and occupational information while much of the technical related information will have been taught in the school years prior to the cooperative training. This program could be used in connection with most vocational programs.

A one-year program can also be used for single or limited skill development and to help the dropout get additional training.

4. Two Year Program

This is generally a junior and senior-year program. The program is not used as a capstone process but is involved in areas where there is little or no in-school preparation. Such areas might be meat cutting, watch repair and sales. The interrelated cooperative approach usually is a two-year program. The related instruction is coordinated with the on-the-job activities.

5. Three or Four Year Programs

This program is usually geared to the 14 and 15-year olds and helps to prevent school dropouts. The related instruction class will be organized to meet the needs of the groups.

6. Cooperative Special Education Program

This is a special purpose program for such areas as potential school dropouts, disadvantaged youth and handicapped people. It is designed to train groups of people in limited skill areas. Related instruction class is geared to the needs of the group involved. It may be a one, two or more year program.

7. Sheltered Cooperative Program

This program is for people with very special needs. The training stations may be developed within the school, or in an area where the student contacts can be controlled. This program is used more for remedial and therapeutic training.

8. Technical Cooperative Vocational Education

This program is for technical level occupations. The related instruction class would emphasize the technical related more than the general related information. This may be four-year programs as mentioned above. The on-the-job experience is coordinated with the related instruction class.

C. Community Survey

Before a cooperative vocational education program is initiated, a survey should be conducted in the community to determine whether the program should be offered; and if so, the type that is needed. Several good sources to contact would be the local chamber of commerce, state employment office and the personnel departments of the area's larger employers. These groups will know the economic climate of the community which will assist in determining whether to continue planning the program.

Although the above groups can give an overall picture of the needs of the community, a more precise survey should be conducted to determine the type and number of possible training stations that may be available. A survey form which can be mailed through the chamber of commerce or used by the coordinator in an interview survey should be developed. The latter method, although more time consuming at first, will be the most useful as the program develops. Through the interview method, the employer will be contacted, possible areas of training determined and misunderstanding concerning the employer's responsibilities in the program eliminated. This method also makes it easier for the coordinator to recontact the employer for possible placement of a student-learner.

Either method, mail or interview, will need to be developed so maximum information can be gathered while using a minimum of the employer's time. This is a must if the full cooperation of the employer is to be obtained. The following is a list of questions which may be useful:

1. What is the employer's future employment outlook? Can he hire experienced people when needed?

2. What does he look for in an employe? What attitude, personality and skill is needed for this type of employment?

3. After the employer understands the program, does he have occupations where training can be considered? If so, what occupations?

4. Who should the cooperative vocational education coordinator contact for further exploration if necessary?

5. What is some general information about the place of business? Such information includes the number of employes, union affiliation, hiring procedures, coverage under the Fair Labor Standards Act, hazardous areas of employment, coverage by workman's compensation, etc. (See sample survey form in appendix.)

The employer will be interested and willing to cooperate providing his time is wisely used. Don't send a long questionnaire through the mail and expect it to be completed and returned. If the interview is used, it should be short, to the point and businesslike.

In order to succeed a program must start with the full understanding and support of the business community. The well planned and executed community survey is a large step toward gaining this support.

D. Student Survey

The needs, desires and interests of the students should be considered before beginning a cooperative vocational education program. This can best be done by a student survey. Results of the student survey should be used merely as a guide, because students have the tendency to change their minds from year to year. Generally, it is important to determine the type training needed, the number of students who might be involved, occupations that may be involved and who might be interested in the program in the future. If a coordinator has been hired at this point, he should conduct the student survey. If not, the guidance department would be best prepared to conduct it.

The student survey can be completed during a school assembly, homeroom period or through the guidance department. It should be easy to understand, simple to complete and easy to summarize. The following is a list of the types of information which might be useful:

1. General information such as age, grade level, course of study, etc.
2. Possible areas of employment training. Provide a check list of the types of employment the community may offer.
3. Future goals following graduation such as entering the armed services, getting married, going to college, working for parents, etc.
4. Degree of interest in the cooperative vocational education program.

Develop a method to get the most information in the least amount of time. One method might be to give a general description of the program during a school assembly, over the public address system or through a letter read in the homeroom. Then distribute follow-up questionnaires to gather the needed information.

Regardless of the method employed, the results are only a general indication of interest and should be used to follow-up interested students.

E. Advisory Committee

The next logical step is the formation of an advisory committee. The advisory committee provides communication between the school and the business community. The committee advises the coordinator so he may provide the proper direction to the educational program and use the resources of the community to their fullest.

The committee should consist of representatives from management, labor and the student body. Other groups which could be represented include civic groups, state employment people, minority groups and

school boards. School administrators should be ex-officio members. Try to limit the size of the committee so it can function efficiently. Although there is no set maximum, it may be difficult to work with more than eight to ten members.

The coordinator should develop a list of prospective members. He and the chief school administrator should select those who would best serve the committee's purpose. In addition, they should select from the group a chairman and co-chairman representing both labor and management. The chief school administrator should send a letter of invitation to each of the selected members. The coordinator should visit each prospective member to explain the purpose of the committee and encourage them to participate.

1. Terms of Appointment

   Committee members should be elected for three-year terms with a third of the members being replaced each year. This method will provide continuity to the committee's activities. After the first year the selection of a chairman can be by the committee or by a school representative asking someone to serve in that capacity.

   The committee should meet as often as needed. In the early stages of a program it may be necessary to meet more often. Generally, not less than two meetings a year should be held in an established program. This allows the members to keep current and remain interested.

   The committee may be too large to handle some problems, so subcommittees, each having a single objective, can be formed. Subcommittees might study problems such as public relations, textbook and supplies selection and the like. Each subcommittee should report to the entire committee at each meeting.

2. Functions and Activities of the Committee

   If the advisory committee is not oriented properly to their duties and responsibilities, they may try to dominate and control the school function. Their responsibility is to advise and assist the coordinator in the operation and direction of the program.

   An advisory committee can assist in:

   a. Developing a community survey.
   b. Developing career clinics.
   c. Providing field trips, list of resource offerings, films, etc., to be used by the coordinator.
   d. Setting standards for training stations and training plans.
   e. Contacting hesitant employers and labor organizations.
   f. Working with labor and management groups.
   g. Public relations and program promotion.
   h. Developing awards and scholarship programs.
   i. Evaluating textbooks, references, supplies and equipment used in the cooperative education program.
   j. Student placement following graduation.
   k. Program evaluation.

3. Committee Operation

The committee chairman and coordinator should schedule items for the agenda in advance of the meeting. The items for the committee's action should meet the following three criteria:

a. Is it a problem which falls within the province of the committee?
b. Will the members have sufficient knowledge and background information to make realistic suggestions?
c. Will the school use the committee's recommendations?

The committee should be kept informed at all times on the progress of the program. At the request of the chairman, the coordinator should brief the committee during the meetings.

F. Training Station Selection

The training station is important to a good cooperative vocational education program. The success of this training depends on the integrity of the employer and his willingness to provide safe, progressive training.

The selection of the training station rests with the coordinator. He must match the student's abilities, interests and desires with the needs and objectives of the employer. The training may be excellent for one individual and inappropriate for another though they have the same occupational objective. The coordinator must, through an educational judgment, match the student with the training station. The human aspect of both student and employer must be considered before final selection is made.

There are aspects of the training stations which should be considered for the benefit of all students. The following is a list of suggested considerations:

1. Does it have safe working conditions?
2. Is it accessible to transportation?
3. Does it offer broad experiences?
4. Does it lead to realistic and stable employment?
5. Does it have open-end opportunities for advancement potential?
6. Are the businesses involved training conscious?
7. Does it comply with all federal and state labor laws?
8. Does it offer workman's compensation or comparable coverage?
9. Can the student's interests, aptitudes, abilities and career objectives be matched with the objectives of the employer?
10. In the coordinator's judgment, will the employer be able to comply with the terms of the training plan?

G. Student Identification

Student selection is the most critical task a coordinator must perform. A person's occupation is probably the most important area in a person's life. Their occupation will have a decisive influence on where they live, who their friends are and what their standard of living will be. The successful matching of the student to a training station involves several considerations. The student's interests, aptitude, abilities, personality and ambitions must be considered along with the interests and ambitions of the parent. These factors must be matched with the needs of the employer.

The following is a discussion of these factors:

1. Interest - People do best what they are most interested in doing. The student's interest is the most important factor when considering him for placement. The student's interest and motivation can overcome deficiences in ability and aptitudes. High interest can best be determined through inventory tests and/or personal interview.

2. Aptitude - Most occupations require varying degrees of special aptitudes to perform the necessary tasks. Each student has different aptitudes. When interests coincide with aptitudes the chance of success is greatly increased. Aptitudes can be discovered through many aptitude tests. Perhaps the best known to the employer would be the General Aptitude Test Battery (GATB) given by the Bureau of Employment Security and the Differential Aptitude Test (DAT) given by many schools.

3. Ability to Learn - Care must be taken to match the demands of the occupation to the abilities of the student. Too little ability leads to frustration and job failure while too much ability may cause boredom and under employment. The student's desire to achieve can make up for some lack of ability, but eventually there must be a realistic approach to the problem. Ability can be determined through IQ tests, school grades, teacher recommendations and past work experience.

4. Personality - Statistics show that the majority of people lose their jobs through personality defects and social maladjustment rather than lack of occupational skills. The successful matching of the student's personality with the employer's needs is important to the success of the training program.

5. Physical Status - The student's size, health and physical handicaps all have to be considered. This does not mean that those with problems should be eliminated. On the contrary, these might be the students the program could help the most. A student should not be placed in a training station where it is physically impossible for him to succeed. This can be prevented by studying the school permanent records, consultation with the school nurse and a personal interview with the student.

6. School Records and Grades - Past records are a general indication of future performance. Avoid associating a grade in English with the potential job performance of a meat cutter. From the students' personal records pertinent information such as attendance data, school grades, guidance notes, parent information and various test results can be found. Try not to judge a person by his IQ alone.

7. Student Interview - The reaction and feedback from the student's interview is the best way to determine many of the above factors. The student's reactions matched with the above factors will help the coordinator to place the students at training stations where they are likely to succeed.

8. Student Employer Interview - Once the occupation has been chosen, the next step is placement. The interview with the prospective employer will probably be the student's first formal job interview. Much rests on the outcome of this interview. Prior instruction should be given on how to prepare for and act during an interview. Personnel directors and employers will be looking at the following areas:

Appearance:
Grooming
Posture

Maturity:
Frankness
Consistency
Accuracy
Tact
Answers to questions asked by interviewer
Temperament

Preparation:
Knowledge of position
School record
Vocational education
Work experience
References
Personal history

Personal Salesmanship

Presentation:
Forcefulness
Poise
Sincerity
Persuasiveness
Self-confidence
Grammar
Vocabulary

Students should practice filling out employment applications. Different types should be filled out to acquaint students with the kinds of questions asked. Students should be prepared to answer the following questions during the interview session:

a. Why are you interested in this type of employment?
b. What type of work do you like to do best?
c. What are your future plans? Marriage? Service?
d. Do you intend to go to college? If so, why? (Is this in line with your career objective?)
e. What do you feel you have to offer this company?

Of course, there are other questions that will be asked, but these are typical questions asked of the co-op student. The answers to these questions very often determine whether a student is selected for training or employment. The employer is looking for someone who is interested in what he has to offer, enjoys doing this type of work, plans to stay with him for a reasonable length of time and is willing to work for promotion within the company.

H. Student Placement

The first step is to contact the employer and set a time for the interview. Then send the student to the employer with a card of introduction. On the card type the student's name, school address and telephone number, name of the person the student is to meet, address and telephone number of the compnay, date and time of the appointment and signature of the coordinator. (See sample card in appendix.)

Following the interview, a telephone call by the coordinator can determine the outcome of the meeting. The coordinator should request the employer's frank opinion of the student. Knowing the employer's likes and dislikes will be helpful in future attempts to match a student with a training station.

Following a successful interview, all necessary forms should be completed. This is the time for finalizing the training plan. When all forms and the plan have been finalized, the student is considered placed.

I. Training Agreement

The training agreement is a vital part of the training program. It is the contract between the school, employer, parent and student. The training agreement includes the following:

1. A list of on-the-job experiences which the student will receive.
2. The time spent at each of the on-the-job experiences.
3. Schedule of job related information to be taught in the theory class.
4. Provision for graduated pay scale as the student progresses.
5. An outline of the responsibilities of the school, employer, parent, and the student including safety training, insurance coverage and transportation.
6. A schedule of the employment training hours.
7. The terms of termination of the agreement.

The training plan should be developed jointly by the coordinator, employer and student and must be signed by the student, parent, coordinator and employer. This agreement must be on file for each student-learner in the program. (See sample in appendix.)

J. Pupil Transportation

Pupil transportation to and from the training station is basically the responsibility of the student and parent. In some cases the student can be reimbursed for transportation under the provisions of Part G, VEA 1968. Student-learners who incur transportation costs over and above normal transportation costs may be eligible for reimbursement. A student may also get reimbursed for transportation expenses if without these expenses they could not receive training in the area of their occupational choice. (See appendix.)

Plans should be made to insure adequate protection of students during travel time. Be sure that transportation used is reasonably safe and that there is ample insurance in case of an accident.

K. Theory Class Program

The theory class program is made up of two types of instruction. One involves personality development, community awareness and general occupational data (general related information) and the other involves technical knowledge pertaining to the specific trade in which the student is involved (technical related). The time spent in each area will vary from program to program depending on the objectives.

A typical half-day program with a fifty-minute class period a day might be divided as follows. Two days a week on general related information, two days a week in technical related areas and one day a week devoted to youth group activity. Youth group activities can be an integral part of the 6RI class program. (See page 25.)

The success of the program is its usefulness to the student. For the student to benefit in school activities must be closely coordinated with the on-the-job experience. The student should be encouraged to accept some of the responsibility to see that in-school and on-the-job activities coincide.

The employer should be encouraged to participate in the development of material for use in the classroom. He can provide references such as trade magazines, technical bulletins and company policy materials. The employer and other representatives of the business and industrial community should be used as speakers and resource people.

1. General Related Information

This is the section of the theory class dealing with vocational guidance, personality development, work habits, attitudes and other general information which all vocational education students need to know. Community resource people, films and publications should be used frequently to supplement regular classroom activity. The following is an outline of topics to consider when developing general related information class content:

I. Orientation

A. History of vocational education
B. Legislation
C. Parties involved and their obligation
student - employer - parent - school
D. Training methods
E. Career guidance

II. How to Get and Hold a Job

A. Techniques

1. Pennsylvania Employment Security Commission
2. Private employment agency
3. Help-wanted ads
4. Friends
5. Direct contact with employer
6. Civil service
7. Union business agents

B. How to fill out an application

1. Instructions
2. Answer clearly
3. References
4. Accurate knowledge of own history
5. Educational background
6. Special skills and hobbies

C. How to handle an employment interview

1. Appearance
2. Maturity
3. Presentation
4. Preparation
5. Personal salesmanship

D. Asking for a raise

1. Timing
2. Reasoning
3. Follow-up

E. Resignation

1. Notice
2. Reference
3. Insurance, retirement, etc. considerations

F. Government regulation of business

1. Problems of employers
2. Patents
3. Health and safety laws

G. Labor organizations

1. Types of union
2. Labor management relations
3. Labor contracts
4. Fringe benefits
5. Taft-Hartly law
6. Rights, privileges, and responsibility of a member

III. Work Habits and Personality Development

A. Personal evaluation

1. Test results
2. Self concept
3. How others see you

B. Criteria

1. Aptitudes
2. Abilities
3. Limitations
4. Interests
5. Resources
6. Maturity
7. Responsibility to society
8. Health
9. Experience
10. Emotions

C. Development of positive work attitudes

1. Responsibility of employe
2. Responsibility of employer
3. Relationship to work skills of success
4. Ability to take instructions
5. Ability to identify reasons for failure
6. Why employes get discharged
7. Understanding company policy
8. Meeting work demands and standards
9. Job safety practices

IV. Consumer Education

A. Preparing a budget

1. Estimating income
2. Goals
3. Recording expenditure
4. Thrift

B. Getting your dollars worth

1. Comparison shopping
2. Brand names
3. Misrepresentation in advertising
4. Better business bureaus

C. The use of credit

1. Installment buying
2. Borrowing money
3. Establishing credit
4. Comparing credit costs

D. Savings and investments

1. Bank savings
2. Savings bonds
3. Stocks, bonds, and real estate
4. Annuities and retirement plans

E. Banking services

1. Checking accounts
2. Other bank services
3. Credit unions

F. Insurance

1. Basic principles - life, property and casualty, health
2. Auto insurance
3. Retirement
4. Workman's compensation
5. Social Security

G. Taxes

1. Income tax
2. Sales tax
3. Property tax
4. Luxury tax

H. Housing

1. The laws (landlord's and tenant's rights)
2. Rental housing (public and private)
3. Purchase of a home

V. Study Habits

A. Grade improvement

1. School activities
2. Get assignments
3. Meeting deadlines

B. Test finesse and techniques

1. Civil service
2. Military
3. Educational

VI. Career Orientation

A. Career objectives

1. Educational
2. Life goals
3. Values

B. Educational objectives

1. Availability of training programs
2. Advanced education
3. Financial aid

2. Technical Related Information

This portion of the theory class relates to specific on-the-job training. When students receive training in a common area, the technical information may be taught in group instruction similar to any other classroom subject. If students are training in different occupations or at different levels, individual instruction would be more effective.

The individualized instruction should be developed jointly by the coordinator, employer and student. There are information and study guides available to simplify the development of individual units.

The employer can provide many sources of technical information dealing with his area. The following is a partial list of possible sources:

Pennsylvania State University
Department of Vocational Education
244 Chambers Building
University Park, PA 16802

Instructional Materials Department
(Vocational Education)
Division of Extension
University of Texas at Austin
Austin, Texas 78712

Texas A & M University
College of Engineering
Engineering Extension Service
College Station, Texas 77843

Pennsylvania State Department
of Education
Box 911
Harrisburg, PA 17126

Instructional Materials Laboratory
Trade and Industrial Education
Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Alabama State Department of Ed.
Trade and Industrial Education
Field Office
P. O. Box 2847
University, Alabama 35486

Instructional Materials Lab.
Dept. of Practical Arts and
Voc.-Tech. Education
8 Industrial Education Bldg.
University of Missouri-Columbia
Columbia, Missouri 65201

Information is available from trade unions, schools, professional associations, trade journals, films, textbooks and reference books. (See appendix for examples of professional associations to contact.)

L. Youth Group Organizations

The youth group activity can be an integral part of the learning for cooperative vocational education students. It can supplement the teaching and make the program more meaningful to the student. Learning to work within a group structure is important, for the students will become members of business groups, unions, civic and social groups. The youth group activity will provide the student with an opportunity for group identity. The learning activity is vital to the full development of the cooperative vocational education student and should be integrated with the theory class. The following describes the youth group activities in Pennsylvania.

The Pennsylvania associations are affiliated with national youth organizations which are designed to promote youth leadership development as an integral part of vocational curricula. Their overall purpose is to guide the students' development in the vocational, civic and occupational areas. The youth organizations establish realistic vocational goals to improve communication and define students' role in society through youth planned and directed activities that emphasize individual growth and group participation.

1. Future Farmers of America

The Future Farmers of America is the national organization for students studying vocational agriculture and is an important part of the program. The association serves to motivate and vitalize vocational agriculture instruction and to provide training in agriculture, leadership cooperation and citizenship. Members learn such qualities as conducting and participating in meetings, public speaking, cooperative buying and selling, personal problem solving, self-finance and civic responsibilities. The foundation upon which the Future Farmers of America Association is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

2. Vocational Industrial Clubs of America

The Vocational Industrial Clubs of America is the national youth organization serving trade, industrial, technical and health occupations students through activities emphasizing leadership, citizenship and character development. Vocational Industrial Clubs of America emphasize respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety. The organization strives to develop the student for a responsible role in the community and in the labor market.

3. Distributive Education Clubs of America

Distributive Education Clubs of America identifies the youth activity relating to distributive education and is designed to develop future leaders in the marketing and distribution areas. The purpose of the organization is to develop occupational

competence and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. Ideals of the club include increased sensitivity of students to ethical attitudes and practices, a sense of organization and proper budgeting.

4. Future Business Leaders of America

Future Business Leaders of America is a national organization which operates as an integral part of the business education curriculum to provide activities to better prepare vocational-oriented students to work in business occupations. Members participate in activities and seminars to develop leadership qualities, chapter and individual competitive events and officer election campaigns. Its goals include building good business leadership qualities and confidence in the business world.

5. Future Homemakers of America

The home economics education program in the secondary school is the foundation on which Future Homemakers of America is built. The organization provides the necessary framework in which youth planned and directed activities can be extended beyond the classroom. Its goal is to help boys and girls improve personal, family and community living. Club members learn to make decisions, improve relationships with and appreciate their families more, get along with others, increase home economics knowledge and prepare for a future role as homemakers.

For additional information concerning the organization and administration of youth organizations, please contact:

Youth Consultant
Vocational Youth Groups
Department of Education
Box 911
Harrisburg, PA 17126

(717) 787-4490

M. Characteristics of a Cooperative Vocational Education Program

The following is a list of characteristics of an effective cooperative vocational education program:

1. The cooperative vocational education coordinator is both qualified and competent.

2. The cooperative vocational education coordinator has ample time to perform all necessary program functions.

3. The cooperative vocational education coordinator has an understanding of guidance and has good working relations with the guidance staff and all other departments within the school.

4. There is an active public relations and information program.

5. There is a well defined training plan for each student-learner.

6. The employment conforms to all federal, state and local laws.

7. There is a wage paid to student-learners for their on-the-job experience.

8. The student-learner gets occupational training not just work experience.

9. There is extensive safety training provided.

10. The student-learner is training in an occupational area which reflects his career objectives.

11. The student-learner is covered by ample insurance for the on-the-job training period as well as for travel time between the school and the training station.

12. The theory class activities are coordinated with the on-the-job experience.

13. Appropriate high school credits are given for both on-the-job training and the theory class.

14. The theory classroom has ample storage and shelf space for the reference texts, equipment, supplies and other needed materials.

15. The student-learner has an opportunity to participate in a youth organization.

16. The program has an active advisory committee.

17. There is an effective plan for student follow-up and program evaluation.

The above characteristics are not arranged in any order of importance for they are all important. The single most important characteristic is having a well qualified, competent cooperative vocational education coordinator. The ultimate success or failure of the program rests with this individual.

IV. LAWS, RULES AND REGULATIONS FOR EMPLOYMENT

A. Student-Learner Regulations

The following are regulations which apply to the student-learner in the cooperative vocational education program:

1. Hours of Employment Training

   Employment hours do not include travel time or in-school instruction time.

   Minimum: 10 hours per week
   Maximum: As directed by state and federal child labor laws. Usually 15 to 20 hours per week.
   When: Any time during the day which complies with the labor laws and the coordinator is available to coordinate the on-the-job activities.

2. Wages Paid

   Minimum wage should be encouraged at all times and the subminimum wage should be used only when it is necessary to insure quality training. This should be for as short a time as possible.

   State subminimum rate - $1.00
   Federal subminimum rate - .75 percent of minimum wage

   Both require special applications. (See appendix)

3. Age

   Minimum - 14 years of age

4. Employment Certificate

5. Social Security

   Each student-learner must have a Social Security Account Number. All withholding taxes will be withheld from the student the same as any full or part-time employe. The student-learner cannot collect unemployment insurance.

B. Labor Laws

In the next four sections there are excerpts from the state and federal laws affecting student-learners. However, they are not all inclusive. The coordinator should request further information from the state and federal agencies so as to become very familiar with the laws.

The coordinator is cautioned not to interpret the law for the employer but rather be aware of where the problems might exist. When in doubt the employer should contact the state or federal agency for clarification. It is the responsibility of the employer to be aware of and comply with the labor laws.

The state and federal child labor laws were designed to protect young people working in and around hazardous areas, and to insure adequate wages. The exemptions for student-learners attempt to maintain this protection.

The exemption for hazardous areas require that the hazardous area and equipment used by the student be incidental to his training and that the safety instructions shall be given by the school and correlated by the employer with the on-the-job training. The school and the employer must sign an agreement to this effect. This agreement should be a part of the training agreement for all students working in a hazardous area where an exemption applies.

Subminimum wage exemptions require that the subminimum rate be used only when it is believed necessary to prevent curtailment of opportunities for employment. Under coverage of state and federal exemptions a special application is required to pay the subminimum rate. These application forms are available from the agency involved.

Whenever a state standard differs from a federal standard, the higher standard must be observed.

C. Federal Child Labor Provisions of the Fair Labor Standards Act[3]

1. Student-Learners - Definition

a. The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and

b. Such student-learner is employed under a written agreement which provides:

(1) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training;
(2) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;
(3) That safety instructions shall be given by the school and correlated by the employer with on-the-job training;
(4) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain

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[3]Taken from Federal Bulletin, A Guide to Child Labor Provisions of the Fair Labor Standards Act and Title 29, Part 520, Employment of Student-Learners.

the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though hs is not yet 18 years of age.

2. Hazardous Occupations - Definition

These occupations declared to be particularly hazardous for minors between 16 and 18 years of age (also for minors 14 and 15) are included in the seventeen Hazardous Occupations Orders listed in Bulletin 101, A Guide to Child Labor Provisions of the Fair Labor Standards Act.

The following areas are considered hazardous:

a. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
b. Occupations of motor-vehicle driver and outside helper.
c. Coal-mine occupations.
d. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
e. Occupations involved in the operation of power-driven wood-working machines.[4]
f. Occupations involving exposure to radioactive substances and to ionizing radiations.
g. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
h. Occupations involved in the operation of power-driven metal forming, punching, and shearing machines.[5]
i. Occupations in connection with mining, other than coal.
j. Occupations involving slaughtering, meat-packing or processing, or rendering.[6]
k. Occupations involved in the operation of certain power-driven bakery machines.
l. Occupations involved in the operation of certain power-driven paper-products machines.[7]
m. Occupations involved in the manufacture of brick, tile, and kindred products.
n. Occupations involved in the operation of circular saws, band saws, and guillotine sheers.[8]
o. Occupations involved in wrecking, demolition, and ship-breaking operations.

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[4]Exempt from Hazardous Areas for Student-Learners Meeting the Definition.
[5]Ibid.
[6]Ibid.
[7]Ibid.
[8]Ibid.

p. Occupations involved in roofing operations.[9]
q. Occupations in excavation operations.[10]

3. Permitted Occupations for 14 and 15-Year Old Minors

a. Office and clerical work (including operation of office machines).
b. Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
c. Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
d. Bagging and carrying out customers' orders.
e. Errand and delivery work by foot, bicycle, and public transportation.
f. Clean-up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but not including the use of power-driven mowers or cutters.
g. Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to dish-washers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
h. Work in connection with cars and trucks if confined to the following:

Dispensing gasoline and oil
Courtesy service
Car cleaning, washing and polishing
Other occupations permitted by this section

But not including work:

Involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.

i. Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

D. Employment of Student-Learners at Subminimum Wage

1. Section 520.2 - Definitions

a. A "student-learner" is a student who is receiving instruction in an accredited school, college or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.

b. A "bona fide vocational training program" is one authorized and approved by a state board of vocational education or other recognized educational body and provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks or for other limited periods during the year, supplemented by and integrated with

[9]Ibid.
[10]Ibid.

a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college or university.

2. Section 520.3 - Application for a Special Student-Learner Certificate

   a. Whenever the employment of a student-learner at wages lower than the minimum wage applicable under Section 6 of the Fair Labor Standards Act of 1938, as amended, is believed necessary to prevent curtailment of opportunities for employment, an application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed by the employer with the authorized representative of the administrator at the appropriate regional or territorial office of the Wage and Hour and Public Contracts Divisions, United State Department of Labor.

   b. Application must be made on the official form furnished by these divisions and must be signed by the employer, the appropriate school official and the student-learner.

3. Section 520.4 - Procedure for Action Upon Application

   a. The certification by the appropriate school official on an application for a special student-learner certificate authorizing the employment of a student-learner at subminimum wages shall constitute a temporary authorization for the employment of a student-learner at less than the statutory minimum wage, effective from the date such application is forwarded to the division in conformance with Section 520.3 and at the end of 30 days shall become the permanent special student-learner certificate unless the application is denied or modified after review by the administrator or his authorized representative within that time or unless the period of review is expressly extended by the administrator or his authorized representative.

4. Section 520.6 - Terms and Conditions of Employment Under Special Student-Learner Certificates

   a. The special minimum wage rate shall be not less than 75 per cent of the applicable minimum under Section 6 of the Act.

   b. No special student-learner certificate may be issued retroactively.

   c. Working Hours

      (1) The number of hours of employment training each week at subminimum wages pursuant to a certificate, when added hours of school instruction, shall not exceed 40 hours, except that authorization may be granted by the administrator or his authorized representative for a greater number of hours if found to be justified by extraordinary circumstances.

(2) When school is not in session on any school day, the student-learner may work a number of hours in addition to the weekly hours of employment training authorized by the certificate: PROVIDED, HOWEVER, that the total hours worked shall not exceed 8 hours on any such day. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked on such day.

(3) During the school term, when school is not in session for the entire week, the student-learner may work at his employment training a number of hours in the week in addition to those authorized by the certificate: PROVIDED, HOWEVER, that the total hours shall not exceed 40 hours in any such week. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked in such week.

d. A special student-learner certificate shall not constitute authorization to pay a subminimum wage rate to a student-learner in any week in which he is employed for a number of hours in addition to the number authorized in the certificate, except as provided in paragraph c. (1), (2) and (3) of this section.

For further information contact the Wage and Hour and Public Contracts Division of the U. S. Department of Labor in the following communities:

Allentown, Altoona, Chester, DuBois, Erie, Greensburg, Harrisburg, Indiana, Johnstown, Lancaster, McKeesport, New Castle, Philadelphia, Pittsburgh, Reading, Scranton, Uniontown, Washington, Wilkes-Barre

Note: See appendix for Application for a Certificate to Employ a Student-Learner.

E. Child Labor Provisions Under Pennsylvania's Child Labor Law

1. Scope of These Regulations on Minimum Wage

These regulations do not apply to any employe to the extent that he is subject to the minimum wage or overtime provisions or both, of the Federal Fair Labor Standards Act of June 25, 1938 (52 Stat. 10060), as amended, or to the extent that he is subject to any other federal minimum wage and hour legislation now in effect or hereinafter enacted into law.

2. Employment of Student-Learners

a. Sec. 1000 - Application of the Regulation - This regulation is issued in accordance with Section 4(b) of the Minimum Wage Act to provide for the employment under special certificates of students at wages less than the minimum provided in Section 4(a) of the Act, in order to prevent curtailment of opportunities for employment. Such certificates shall be subject to the terms and conditions hereinafter set forth.

b. Sec. 1001 - Definitions

(1) A "student-learner" is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis in a bona fide vocational training program, or in a job-training program established by an accredited school and approved by the Department of Labor and Industry.

(2) A "bona fide vocational training program" is one authorized and approved by the Pennsylvania Department of Education and provides for part-time employment which may be scheduled for part of the workday or workweek, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge or related industrial information given as a regular part of the student-learner's course by an accredited school, college, or university.

c. Sec. 1002 - Application for Certificate - Whenever the employment of a student-learner at wages lower than the minimum wage applicable under Section 4(a) of the Act is believed necessary to prevent curtailment of opportunities for employment, an application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed by the employer with the secretary of his authorized representative.

Application shall be on forms furnished by the Department of Labor and Industry and must be signed by the employer and the student-learner. Such application shall, among other things, show: the nature of the training program; the total number of workers employed by the employer; the number and hourly wage rate of experienced workers employed in the occupation in which the student-learner is to be trained; the hourly wage rate or progressive wage schedule which the employer proposes to pay the student-learner; the age of the student-learner; the period of employment training at subminimum wages; the number of hours of employment training a week; the number of hours of school instruction a week.

d. Sec. 1003 - Procedure for Action Upon Application - Upon receipt of application for the employment of a student-learner the secretary or his authorized representative shall either issue a special certificate or deny the application. To the extent deemed necessary the secretary or his authorized representative may provide an opportunity to interested persons to be heard on the application prior to granting or denying it.

e. Sec. 1004 - Conditions Governing Issuance of Special Student-Learner Certificate - The following conditions must be issued authorizing employment of student-learners at subminimum wages:

(1) Any training program under which the student-learner will be employed must be a bona fide vocational training

program as defined in this regulation or be a part of a job-training program established by the governing body of the school and approved by the secretary of the Department of Labor and Industry.

(2) The employment of the student-learner at subminimum wages must be necessary to prevent curtailment of opportunities for employment.

(3) The occupation of which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period.

(4) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment in which the student-learner is to be employed.

(5) The employment of the student-learner at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable nature.

(6) The issuance of such a certificate must not tend to prevent the development of apprenticeships or must not impair established apprenticeship standards in the occupation or industry involved.

f. Sec. 1005 - Terms and Conditions of Special Student-Learner Certificate

(1) The special student-learner certificate if issued shall specify among other things:

(a.) the name of the student-learner
(b.) the name and address of the employer
(c.) the name of the school which provides related school instruction
(d.) the occupation in which the student is to be trained
(e.) the maximum number of hours of employment training in any one week at a specified subminimum wage rate
(f.) the number of hours per week at a specified subminimum wage rate
(g.) the effective and expiration dates of the certificate

(2) The subminimum wage rate shall not be less than the $1.00 per hour provided in Section 4(b) of the Act.

(3) Unless otherwise authorized by the secretary or his authorized representative the number of hours of employment training each week at subminimum wages pursuant to certificate, when added to the hours of school instruction shall not exceed 40 hours: PROVIDED, HOWEVER, that when school is not in session on any school day or school week, the student-learner may work a number of hours in addition to the weekly number of hours of employment training authorized by the certificate, provided that the hours do not exceed 8 in such day or 40 in such week.

(4) Unless otherwise authorized by the secretary the total number of hours worked by all student-learners employed by an employer shall not exceed 10 per cent, or with respect to establishments employing ten or fewer regular employes, 20 per cent of the total hours worked by all regular employes of said employer in the establishment in which such student-learners are employed.

g. Sec. 1006 - Term of Special Certificate - A special student-learner certificate may be issued for a period not to exceed one year unless the secretary finds that a longer period is justified by extraordinary circumstances.

h. Sec. 1007 - Review - Any person aggrieved by the action of the secretary of his authorized representative in denying or granting a special student-learner certificate may within 15 days after the mailing of notice of such action file a written request for review which will be granted where such request sets forth reasonable grounds therefore. To the extent the secretary or his authorized representative deems it necessary he shall afford all persons interested in said review an opportunity to be heard.

3. Employment Certificates

No minor under 18 years of age shall be employed without an employment certificate, kept on file by the employer. GENERAL and VACATION EMPLOYMENT CERTIFICATES are issued by school authorities. Employers may require PROOF OF AGE CARDS issued by school authorities for minors, age 18 through 20 years. For the employment of minors in theatrical and other performances at ages and hours otherwise prohibited, SPECIAL PERFORMANCE PERMITS are required. These are issued by the Bureau of Labor Standards, Room 1404, in the Department of Labor and Industry, Harrisburg.

4. Minimum Age and Hazardous Area

a. PERMITTED OCCUPATIONS for 14 and 15 year old minors in retail food service, and gasoline service establishments:

(1) Office and clerical work (including operating of office machines).

(2) Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.

(3) Price marking and tagging by hand or by machine.

(4) Bagging and carrying out of customers' orders.

(5) Errand and delivery work by foot, bicycle, and public transportation.

(6) Clean-up work, including the use of vacuum cleaners and floor waxers, and maintenance of grounds, but <u>not</u> including the use of power-driven mowers or cutters.

(7) Kitchen work and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as dishwashers, toasters, dumb-waiters, popcorn poppers, milk shake blenders and coffee grinders.

(8) Work in connection with cars and trucks if confined to the following:

Dispensing gasoline and oil
Courtesy service
Car cleaning, washing and polishing

(9) Cleaning vegetables and fruits, and wrapping, sealing, labeling, weighing, pricing and stocking goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

b. PROHIBITED OCCUPATIONS for minors under 18 years of age, in the following categories, <u>with the exception of apprentices, student-learners and graduates</u> of an approved vocational-technical or industrial curriculum which prepared them for employment in the specific occupation. Apprentices, student-learners and graduates may be employed in:

(1) Outside electrical wiring.

(2) Acetylene or electric welding.

(3) Wire-stitching machines.

(4) Testing electric meters.

(5) Machines or processes in connection with roll tables, roll cars and greasers in rolling mills.

(6) *Installing and removing electric light and power meters, and doing inside wiring - minors between the ages of 16 and 18 who are acting as assistant to trained electricians or electrical engineers over 21 years of age.

*This exception, however, only applies to work on voltages up to and including 220 volts.

(7) Minors between the ages of 16 and 18 may be employed in an establishment where explosives are handled and/or stored, provided the minimum distance any minor may be so employed shall be 360 feet from the point of handling and/or storage of the explosives and the maximum quantity of explosives for this distance shall be 200 pounds. Increase in the quantity of explosives handled or stored, where minors are so employed, shall increase the distance.

(8) Power driven woodworking machinery.

(9) Mixing machines in bakeries.

(10) Punch presses.

(11) Sixteen and seventeen-year olds may be employed on coal dredges.

(12) Emery wheels.

(13) Metal plate bending machines operated by power.

(14) Power-driven food chopping, meat grinding, slicing or processing machines.

(15) Spray coating operations.

(16) Roofing operations.

(17) Certain excavating operations.

(18) Minors over 16 years of age may be employed as apprentices in pattern making shops.

(19) Minors over 16 years of age may be employed on blue print machines.

The following occupations in iron and steel plants are permissible for male minors over 16 years of age:

Test boys (provided they do not take samples)
Messenger boys
Door operators
Shippers
Weighmaster
Water carriers
Soaking pit cover operators
Sheat gauge boys
Transfer tables

Minors over 16 years of age are permitted to be employed as assistants to chemists in laboratories of blast furnaces, provided they do not engage in taking samples.

Minors over 18 years of age may ride on automobiles while engaged in such occupations as delivery of merchandise, but shall not assist in the operation of such automobile. Seventeen-year old minors may operate a private auto or station wagon, however, no commercial vehicle, with a commercial license is permitted to be driven by a 17-year old.

Sixteen and seventeen-year old minors may be employed in the occupation of moving automobiles in parking lots, provided the said minors are not required or permitted to drive an automobile outside of the premises of the employer.

Minors from the age of 16 may operate power-driven lawn mowers.

Sixteen-year old minors may operate push button dishwashers, an on-site investigation of similar equipment to determine the character and construction of the apparatus, before permission is granted to operate such equipment.

Special attention is called to the prohibition of the following:

Sec. 625 Motor Vehicle Code	Operating Motor Vehicles: At ages 14 and 15, operating a motor vehicle of any description. At ages 16 and 17 operating a motor vehicle or tractor on any highway as a paid employe.
Sec. 493 (13) Liquor Code	Liquor: Under 18, employed in, about or in connection with any establishment where alcoholic liquors are distilled, rectified, compounded, brewed, manufactured, bottled, sold or dispensed. At ages 18 to 21, serving or handling alcoholic liquors where sold or dispensed.

Additional information is available at the district offices of the Bureau of Labor Standards, Department of Labor and Industry:

HARRISBURG 17120
1404 Labor & Industry Building
Phone: 787-4670
(A.C. 717)

PHILADELPHIA 19130
State Office Building
Phone: 568-4000
(A.C. 215)
Ext.: 8090

PITTSBURGH 15222
State Office Building
Phone: 391-2100
(A.C. 412)
Ext.: 253

ERIE 16501
G. Daniel Baldwin Building
Phone: GL2-4882
(A.C. 814)

SCRANTON 18503
Chamber of Commerce Building
Room 306, Corner of
Mulberry and N. Washington Ave.
Phone: 346-1300
(A.C. 717)

ALTOONA 16601
Penn Alto Motor Hotel
Room 204, 13th Avenue
and 12th Street
Phone: 944-0051
(A.C. 814)

This section was developed from the Pennsylvania Department of Labor and Industry's regulations and bulletins. If further information is desired, I suggest that you contact the closest Department of Labor and Industry office for further clarification. This is an attempt to give the reader a guide and not an interpretation of the law. Questions on interpretation should be directed to the Pennsylvania Department of Labor and Industry, Bureau of Labor Standards, Room 1404, Harrisburg, Pennsylvania 17120.

V. ADMINISTRATION AND SUPERVISION

A. Program Administration and Supervision

The planning phase of any cooperative program will be incorporated in conjunction with an area wide vocational plan. This does not mean that the cooperative program must be an area wide venture. It may or may not be as the need directs. In an area vocational-technical school attendance area, the cooperative program, even though in a home school, should be coordinated and directed through an area school director of vocational education. With all vocational education under one individual, it offers the student the opportunity to select the program which best meets his needs, desires and interests without undue pressure.

In comprehensive high schools having regular vocational education programs, cooperative education program comes under general administration and supervision of a director or supervisor of vocational education. This method encourages cooperation and lessens the feeling of competition within the program.

Because of unique responsibilities in cooperative education programs in working with business and industries and supervision of students in job situations, a cooperative education teacher-coordinator has the responsibility of carrying out the functions of the program. He must have the latitude which will enable him to succeed.

B. Cooperative Vocational Education Coordinator

The coordinator is in a unique position of being liaison between the school and employer. As an educator he must be aware and considerate of the needs of the students, and at the same time the coordinator must also be aware of the needs of business and industrial community. For the most part, the success or failure of the program rests with the coordinator.

1. Duties and Responsibilities of a Cooperative Vocational Education Coordinator

   a. Survey the needs of the community
   b. Survey the needs of the students
   c. Organize and work with advisory committee
   d. Select students for the program
   e. Find and select training stations
   f. Council students
   g. Develop training plans
   h. Plan school--job schedules
   i. Place students at training
   j. Supervise student-learners
   k. Secure cooperation from the school faculty
   l. Secure cooperation from the community
   m. Work with labor and management groups
   n. Work with parents
   o. Teach related instruction classes
   p. Grade and evaluate students
   q. Be familiar with state and federal labor laws

r. Be involved in public relations activity
s. Evaluate the program
t. Conduct follow-up studies
u. Place students in employment following completion of program

2. Personal Qualifications

The duties and responsibilities of a cooperative vocational education coordinator are diverse and require a person having as many as possible of the personal qualities listed below:

a. Interest and enthusiasm for the program
b. Be able to meet and communicate with people at all occupational levels
c. Enjoy working with young people
d. Have understanding and a flair for public relations and promotion work
e. Be able to accept disappointment without losing enthusiasm
f. Be flexible
g. Be outgoing and have a pleasing personality
h. Be diplomatic in communicating with people
i. Possess a sense of humor
j. Be able to keep his temper
k. Be able to develop confidence in others and have good teacher-student relations
l. Be persuasive

3. Background, Training and Experience

In addition to having the above personal qualities, a coordinator should have a sufficient background of experiences to enable him to effectively carry out his duties and responsibilities.

a. Work experience is important to the coordinator's overall understanding of the work-a-day problems facing the students. This work experience should be other than teaching and in areas related to the type of cooperative education program. For example, in Cooperative Vocational Health Occupations program, the work experience should be in a health related area. The type and amount of experience will vary from program to program. Supervisory experience is desirable for it gives the coordinator the ability to relate first hand with the requirements of the employe.

b. Successful teaching experience will assist the coordinator in organizing and conducting the related instructional class, which is a major part of the coordinator's responsibilities. Though there is no set number of years for teaching experience required to become competent, it is generally accepted opinion that after three years of successful teaching a person is ready to handle most problems.

c. Education - There is no set number of credits or degree which can guarantee success as a coordinator. The type and depth of education should be indicated by the type of program offered. Certification requirements in each area set minimum educational

requirements. This is, of course, minimum and should be considered that. The more educational experiences a person has, the better prepared he is to cope with the problems.

When the cooperative educational program is in a particular vocational field, education, work and experience should be in that field.

When the training plan involves two or three different areas of vocational education, education, work and experience should be as broad as possible.

When the total cooperative program involves training in many occupations involving all vocational fields, then education, work and experience should be as broad as possible.

VI. FINANCING THE PROGRAM

The funding policy of the state board is as follows: The local educational agency in the area vocational-technical school attendance area, to be eligible to receive federal vocational education funds, should join together and cooperatively develop one educational plan for meeting the vocational needs of the youth and adult in their area. When there is an existing area vocational-technical board in an approved attendance area, that board shall, through its chief school administrator, be the responsible coordinating agent for such purposes.

When there is no existing area vocational-technical board, local educational agencies in this county shall develop cooperatively one educational plan for meeting the vocational needs of youth and adult in their area, or they must join together with other local educational agencies in joining counties for such purpose. These actions shall be coordinated by the regional chief of the Vocational Education Field Services.

Approved cooperative vocational education programs will be eligible for state funds under Sections 2504 and 2504.2 of the School Laws of Pennsylvania and under Part G of the Vocational Education Amendments of 1968.

A. State Funding Under Code 2504 and 2504.2

Two supplemental state vocational education reimbursements accrue to school districts each year for each pupil enrolled in average daily membership in approved vocational education programs. Thirty-five dollars per pupil is paid in Agriculture and Trade and Industrial Education, $20 in Home Economics, and $50 in Distributive Education in accordance with Section 2504 of the School Code. For accounting purposes, the student in cooperative vocational education programs will be identified by vocational field according to the Directory of Occupational Titles (DOT) Code of the occupation for which they are training.

School districts participating in the operation of an area vocational-technical school also receives up to $75 per pupil cost differential between the per pupil cost for current expenses in the area vocational-technical school and the per pupil cost for current expenses in the resident high school. This is paid in accordance with Section 2504.2 of the school code.

B. Federal Funding Part G of Vocational Education Amendments of 1968

Part G funds are provided to encourage cooperative programs in areas of high youth unemployment, (age 16-25) high dropout rate (above the state average), where such training could not otherwise be offered, and for unique innovative cooperative programs.

The amount of funds provided are up to 100 per cent of the total cost. This is dependent on the amount of funds received from the federal act and the needs of the state.

Under certain situations Part G provisions provide additional funds over and above the program costs to employers and student.

C. Additional Funds for Employers (under Part G)

The local education agencies may request additional funds for employers who without such funds would be unable to provide quality on-the-job training. This request must be in writing and state the reason and circumstances that make this necessary. Such costs may include, but not be limited to:

1. Added cost due to participation in the program
2. Added supervisory costs that result from an employer hiring enough student-trainees to require additional staff
3. Insurance and bonding for hiring personnel or disadvantaged persons
4. Safety equipment

This reimbursement is for costs which are over and above normal training costs which are expected of an employer. These costs should be attached to the program proposal. Prior approval is necessary for payment of these funds.

D. Costs to Students (under Part G)

Payment should be made to student-learners for cost incurred which are over and above costs expected of a trainee or if without these costs the student could not participate in the program. Such costs may include, but not be limited to the following:

1. Special tools, equipment and clothing
2. Safety and other protective devices
3. Reasonable transportation costs

These costs should be included in the program proposal, or should be requested in a supplemental request for pre-approval prior to expenditure of funds.

E. Participation of Students in Non-Profit, Private Schools (under Part G)

The local educational agency shall offer, to the extent consistent with the number of pupils enrolled in non-profit schools in the area to be served, those educational needs are of the type of the program that is to be met, the opportunity to participate in the cooperative vocational education program, arrangements to facilitate such programs will be consistent with regulations 102.7 of the state plan.

F. Noncommingling of Funds (under Part G)

The Bureau of Vocational, Technical and Continuing Education requires all approved vocational education agencies to submit a resolution with their application, indicating that federal funds made available under Part G of the Act shall not be commingled with state or local funds so as to lose their identity as federal funds.

Part G funding is subject to review for certification of use.

VII. EVALUATION

Student and program evaluation is necessary to determine if progress is being made and objectives are being met.

A. Student Evaluation

Continuous evaluation of student performance is the responsibility of both the coordinator and the employer. The employer or supervisor responsible for the on-the-job training should prepare the on-the-job rating. Theory class evaluation is the responsibility of the coordinator.

There should be a periodic evaluation of the student by the training station supervisor. This evaluation will help the coordinator provide needed guidance to the students. A rating sheet should be developed to help the employer complete his evaluation. The rating sheet should be easy to understand and complete. The rating sheet should include evaluation of such areas as progress, initiative, reliability, attitude and cooperation. (See sample rating sheets in appendix.) This should be a confidential report from the employer to the coordinator. The coordinator should use this report in a student interview to help strengthen his weaknesses.

The coordinator will have to interpret the rating sheet and convert to a grade for report purposes. Do not put the employer in a position where he must justify his grade to the student-learner. If there is a need for justification, it should come through the coordinator.

B. Program Evaluation

It is important to evaluate all programs. Periodic evaluation is essential in order to plan improvements in the cooperative vocational education program. The successful placement of students in full-time jobs is a good indicator of success. Total evaluation must consider all aspects of the program and should be a continuous activity. The following is a list of questions which should be answered when evaluating:

1. Program Objectives

   a. Is the program meeting its objectives?
   b. What impact has the program had on the school dropout rate and youth unemployment in the area?
   c. Is the program geared to the needs of the community it serves?
   d. Does the employer provide sound training and not just work experiences?
   e. Is there a well defined training plan for each student?
   f. Is there a placement and fellowship program?

2. School Support

   a. Does the school give adequate financial support to the program?
   b. Are the school administrators interested and involved in the program?
   c. Is there a good working relationship between the cooperative vocational education coordinator and other teachers in the school?
   d. Are students considered part of the total school program?

3. Coordinator

   a. Does he have the necessary work background and professional training?
   b. Does he maintain good rapport with the business community?
   c. Does he have a good relationship with students?
   d. Does he maintain a good working relationship with students?
   e. Does the coordinator visit the students on the job at least once a month?
   f. Does the coordinator check the training station for safety?
   g. Does the coordinator aid in placement following the students' program?

4. Advisory Committee

   a. Is the advisory committee active and informed?
   b. Does it have a good representation from business, labor and student groups?
   c. Does it conduct two or more meetings per year?
   d. Are the meetings planned and meaningful,
   e. Is there a good working relationship between the committee and the school people?
   f. Is the advisory committee kept informed of the activities and developments effecting the program?

5. Public Relations

   a. Is there an active public relations program in operation?
   b. Are the news media kept well informed about the students and the program?
   c. Is there an employer-employe banquet each year?
   d. Is there an active awards program?
   e. Is there an active youth group involved within the program?
   f. Is the advisory committee involved in public relations?

6. Facilities

   a. Is the coordinator provided with an appropriately furnished office and a telephone?
   b. Is there ample storage for books and supplies?
   c. Are there adequate facilities for confidential student-learner coordinator conferences?
   d. Is there adequate classroom space?

7. Instruction

   a. Is on-the-job activity coordinated with in-school instruction?
   b. Are varied teaching methods used to get maximum results?
   c. Is the in-school instruction up to date and realistic?
   d. Is the youth group activity integrated into the theory class?
   e. Are community speakers used to supplement the theory class instruction?

8. Evaluation

   a. Is evaluation a continuous activity?
   b. Does the school have a follow-up program?

c. Is the advisory committee involved in program evaluation?
d. Is the student involved in evaluating the program?
e. Is the student involved in evaluating the coordinator?

9. Student-Learner

a. Are the student-learners placed at training stations in accordance with their career objectives?
b. Are student-learners covered by ample insurance while traveling to and from work and while performing on the job?
c. Can the student-learner be involved in youth group activities?
d. Can the student-learner participate in extra-curricular activities?

10. Employer

a. Does the employer understand the purpose and philosophy of the cooperative vocational education program?
b. Does the employer offer properly supervised training and not just work experience?
c. Does the employer assist in planning the in-school theory class?
d. Are any regular employes displaced by the cooperative vocational education student-learner?
e. Is the employer safety conscious?
f. Does the employer offer opportunity for advancement?
g. Does the employer frequently evaluate the student's on-the-job progress?

APPENDIX

MAJOR AREA	Vocational Education Programs	MAJOR CODE	141-000
MINOR SUBJECT	Vocational Education Application for Special Categories DEBE-131 - Cooperative Education (Part G)	PAGE CODE	141-935

141-935 Application for Cooperative Education (Part G) - DEBE-131

As funds become available for cooperative vocational education programs, the following criteria and guidelines are applicable.

141-935.1 The Proposed Document

a. Cover Page

1. A concise, descriptive title
2. The applicant's name, address and phone number
3. The institution
4. Beginning and ending dates of the project
5. Estimated budget figure

b. Abstract

This is the second page of a proposal. On a single sheet, present a summary of the proposal using the following headings:

1. Title of project
2. Submitted by
3. Total funds requested
4. Proposed beginning and ending dates
5. A three-part summary including
   (a) A statement of the purposes, objectives or nature of the project
   (b) An indication of the expected contribution to education
   (c) An explanation of procedures or description of what is to be done

MAJOR AREA	Vocational Education Programs	MAJOR CODE	141-000
MINOR SUBJECT	Vocational Education Application for Special Categories DEBE-131 - Cooperative Education (Part G)	PAGE CODE	141-935.1

c. Body

The body of the proposal communicates the cooperative educational plan and its probable effectiveness. Use the following headings to identify the various aspects of the proposed projects:

1. Need

Give a brief statement of the need, explaining its importance and relationship to vocational education. State also the impact on reducing youth unemployment and meeting the vocational education needs of disadvantaged youth and relevance to priority areas specified in a long-range plan of the vocational education programs, services and activities described in the annual plan.

2. Objectives

State the objectives to be achieved in the project. They should be clear and capable of being attained by the proposed procedures.

3. Procedures

(a) General Design

Describe the general design of the study and indicate why this design appears particularly appropriate for achieving the stated objectives.

(b) Population and Sample

Give the total enrollment of the high school grades for which the cooperative program is being offered, the number to be selected from each grade and the characteristics of the subjects to be chosen.

In order for the local educational agency to be eligible for Part G, federal funds, the school district must have at least a three and one-half per cent dropout rate and/or be serving an area which has at least a twelve per cent youth unemployment rate. List which of these criteria are met.

(c) Instrumentation

Describe the method to be used in the selection of students for the program. Secondly, describe how it relates to the existing career opportunities offering promotion and advancement.

(d) Analysis of Labor Market Needs

Indicate the specific method of analysis to be used to indicate labor market needs. This is useful in helping to identify areas for placement in order that we will not overtrain for a particular occupation. A statement must be made that these workers will not displace other workers who perform such work.

(e) Time Schedule

In chronological order indicate the approximate length of time required for each major aspect for the first year's operation of the program. If the program will be altered or accelerated during the succeeding years, indicate in what respect.

4. Personnel

Personnel will include the names of all individuals required to operate the program and a chart indicating responsibility. Where the position is vacant, indicate same. Also indicate adequacy and competency of staff.

5. Facilities

Describe the facilities to be used for the cooperative education program and any special equipment that may be necessary.

6. Identification of Jobs

An advisory committee for vocational education must be formed. This advisory committee shall involve individuals such as local, state and federal employment agencies, labor groups, employers, community agencies and other persons interested in identifying suitable jobs for persons who enroll in cooperative vocational education programs.

7. Dissemination

Describe how the results of the program may be communicated to labor groups, chambers of commerce, educational institutions, etc.

8. Laws and Regulations

A statement must be made to the effect that on-the-job training shall employ student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.

9. Training

Each learning activity shall provide for broad training and for planned supervision with periodic evaluation. A written agreement must be drawn up between the cooperative training station which is the employer and the student. This statement must be mutually agreeable to the school and the employer setting forth the job learning activities, related subjects, standards of attainment, length of the program and wages to be paid the student.

10. Participation of Students in Nonprofit Private Schools

The local educational agency shall offer, to the extent consistent with the number of pupils enrolled in nonprofit schools in the area to be served, whose educational needs are of the type which the program is to meet, the opportunity to participate in the cooperative vocational education program. The arrangements to facilitate such programs will be consistent with regulations of the Vocational Education Act of 1968, No. 102.7.

11. Budget

The budget should be placed on the back of the DEBE-131.

141-935.2 Resolution

A resolution must be attached to the proposal stating that the school board agrees not to commingle monies of this program with that of any other program and that they will support the program itself. This resolution must be dated and signed by the chief school administrator, school board president and the secretary of the school board.

MAJOR AREA	Vocational Education Programs	MAJOR CODE	141-000
MINOR SUBJECT	Vocational Education Application for Special Categories DEBE-131 - Cooperative Education (Part G)	PAGE CODE	141-935.3

141-935.3 Evaluation and Submission Procedures

Local educational agencies conducting cooperative vocational education programs shall supervise and provide for continuous evaluation of student-trainees engaged in approved on-the-job training activities of such programs.

In addition, local education agencies shall provide for an annual follow-up of cooperative student-trainees who participated in cooperative vocational education programs.

Submit five copies of the application, DEBE-131, and the project proposal prepared in the sequence outlined through the assigned planning unit to the regional chief of vocational education field services of the Bureau of Vocational, Technical and Continuing Education.

For additional information please contact:

Bureau of Vocational, Technical and Continuing Education
Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Commonwealth of Pennsylvania - Department of Education

APPLICATION TO OPERATE A VOCATIONAL EDUCATION PROGRAM OR COURSE

Date of Application

DEBE 387 (6/70)

INSTRUCTIONS: Read instructions thoroughly on reverse side of this sheet **BEFORE** completing application.

Name of School

County

Address

Starting Date for Program/Course

Type of School Organization:

- ☐ Area Vocational-Technical School
- ☐ Comprehensive High School District
- ☐ Other:

Type of Program:

- ☐ Secondary
- ☐ Post-Secondary
- ☐ Adult

Vocational Field:

- ☐ Agriculture
- ☐ Business Education
- ☐ Distributive Education:
  - _____ Cooperative
  - _____ Project Method
- ☐ Home Economics:
  - _____ Wage Earning
  - _____ Consumer & Home Economics
- ☐ Health Occupations
- ☐ Technical & Industrial Education

Type of Application:

- ☐ I. Establish a New Vocational Education Program
- ☐ II. Add a New Course to an Existing Program
- ☐ III. Expand an Existing Course
- ☐ IV. Operate an Area Vocational-Technical School

Pupil Enrollment in School District or Service Area

Total Jr. High	Total Sr. High

A. GENERAL INFORMATION

School Daily Time Schedule

Period	Time

Vocational administrator, supervisors and/or department head responsible for supervision of program:

Name	Position Title

Location of Facility for Proposed Program or Course:

PRESENT APPROVED VOCATIONAL EDUCATION COURSE OFFERINGS

Course	Enrollment	Course	Enrollment

LOCAL SIGNATURES AND APPROVAL

This application was approved by the Board of School Directors on:

Director of Vocational Ed.	Date
Secretary - School Board	Date
Chief School Administrator	Date

DEPARTMENT OF EDUCATION

Area Supervisor of Vocational Ed.	Date
State Supervisor	Date

PURPOSE AND INSTRUCTIONS

POLICY

All new programs of vocational education or courses being established or expansion of existing courses must be approved by the Bureau of Vocational, Technical and Continuing Education, in writing, BEFORE THE START OF THE PROGRAM, or course, to be eligible for reimbursement.

PURPOSE

This application is used to request program or course approval for any of the following purposes. Complete the sections of the application as indicated for the particular purpose.

I. ESTABLISH A NEW VOCATIONAL EDUCATION PROGRAM - Section A through H.

II. ADD A NEW COURSE TO AN EXISTING PROGRAM - Section A through H.

III. EXPAND AN EXISTING COURSE - Section A, B, and H.

IV. OPERATE AN AREA VOCATIONAL-TECHNICAL SCHOOL - Sections A, B, and C.

This purpose is to outline the courses to be placed in operation when the school opens with the enrollment of pupils in comparison with the courses and program previously requested in the EDUCATIONAL PROGRAM PLAN APPLICATION, DEBE-128.

INSTRUCTIONS FOR PREPARATION AND PROCESSING

1. Complete a separate application for each vocational field, except when used for purpose IV.
2. Submit a preliminary draft copy of the application to the area supervisor.
3. The area supervisor will forward the preliminary draft with comments and recommendations to the state supervisor.
4. The state supervisor will return the preliminary draft application with comments to the local vocational education administrator.
5. The local vocational education administrator will make revisions, prepare four copies of the final application and forward to the area supervisor.
6. An approved copy of the application will be returned to the school district and to the area supervisor.

SUPPLEMENTAL INFORMATION TO BE SUBMITTED FOR EACH COURSE

Prepare the following supplemental information on separate pages for each heading:

D. JUSTIFICATION AND NEED

Summarize available information from reliable sources concerning employment trends and opportunities; pupil and/or industry surveys; and views of industry, labor, agriculture, education or advisory groups. If cooperative education programs, what business establishments are interested in participating?

E. ADVISORY GROUPS

Indicate names of advisory committee members and employment job titles.

F. INSTRUCTIONAL PLAN OUTLINE (use the following format)

Course Title _____

Major Unit	Time Allotted	Skills To Be Developed	Technical Information

G. EQUIPMENT LIST AND ESTIMATED COST

H. DETAILED SHOP/LABORATORY LAYOUT, 1/4" scale

B. COURSE INFORMATION
(For Courses Requesting Approval)

COURSE TITLE Arrange Courses Numerically According to H.E.W. Code Number	H.E.W. Course Code Number	COURSE TYPE				Course Length in Years	Proposed Enrollment	Hours of Voc. Instruction/ week	TEACHER		FACILITY	
		Technical	Skilled	Occupational					Name	Subject in which Certificated	Area Sq. Ft.	Proposed Expenditure for New Equipment

C. RELATED/GENERAL EDUCATION CURRICULUM

(Use Separate Page for Each Title)

CURRICULUM TITLE: ☐ Technical ☐ Skilled ☐ Occupational ☐ Other:

Vocational Courses Identified with this Title:

Periods per Day

Period Length

Days in School Year

Years Curriculum Length

SUBJECT AREA	GRADE Specific Course Title	Pds.	Cr.	GRADE Specific Course Title	Pds.	Cr.	GRADE Specific Course Title	Pds.	Cr.	GRADE Specific Course Title	Pds.	Cr.
English												
Social Studies												
Math.												
Science												
Health												
Physical Education												
Shop/Lab.												
TOTAL												

Remarks:

Commonwealth of Pennsylvania - Department of Education

PDE USE ONLY	Fiscal Year	School Unit	Project Number	Detail Code

VOCATIONAL EDUCATIONAL APPLICATION
SPECIAL CATEGORY PROGRAMS

DEBE-131 (1/71)

(Check Appropriate Block)

- ☐ Disadvantaged (Part A)
- ☐ Post Secondary (Part B)
- ☐ Ancillary (Part B)
- ☐ Research and Related (Part C)
- ☐ Exemplary (Part D)
- ☐ Consumer and Homemaking (Part F)
- ☐ Cooperative Education (Part G)
- ☐ Other

EXPENDITURE BY LOCATION

- ☐ SMSA
- ☐ Central City
- ☐ NonSMSA
- ☐ Economic Depressed
- ☐ Model Cities
- ☐ Other

APPROVED AMOUNT OF FEDERAL REIMBURSEMENT

$

INSTRUCTIONS: Submit original and four copies. See School Administrators' Handbook 141-900 for detailed instructions.

Program	Duration of Program From To
Educational Agency	Address
County / Telephone Number	Project Number (If this is a continuation of a previously approved project)

VOCATIONAL FIELD	ENROLLMENT											
	SECONDARY				POST SECONDARY							
						1st Year		2nd Year		Total	
Trade & Industrial	Program	Male	Female	Total	Program	Male	Female	Male	Female	Male	Female
Agricultural	Regular				Regular						
Business	Disadvantaged				Disadvantaged						
Distributive	Handicapped				Handicapped						
Consumer & Homemaking	Other *				Other *						
Health											
Technical Education											
All Fields											

Total Application Cost	Local Cost	State Cost	Federal Cost
$	$	$	$

The Assurance of Compliance with Title VI of the Civil Rights Act dated applies to this application.

SUMMARY

* - Explain

APPROVED BY	Signature, Person Responsible for Project	Title	Date
	Signature, Chief School Administrator, Local Agency	Date	Signature, Chief School Administrator, Area Planning Unit — Date

PDE REVIEW AND APPROVAL

Regional Chief of Vocational Education Field Service (Signature and Date)	Review Committee (Signature and Date)	State Director of Vocational Education (Signature and Date)

CATEGORIES/ITEMS	AMOUNT TO BE EXPENDED			TOTAL	PDE USE ONLY
	LOCAL	STATE	FEDERAL		APPROVED FEDERAL AMOUNT
1. Instructional Salaries					
a. Instructional Salaries Only					
b. Employe Benefits (includes employe share of retirement, workmen's compensation and social security)					
TOTAL					
2. Instructional Equipment					
a. Equipment Costs					
TOTAL					
3. Other Instructional Costs					
a. Rental of space					
b. Utilities					
c. Custodial Services					
d. Transportation Expenses of Vocational Students					
e. Accident and Liability Insurance for Trainees and Employes (as services relate to activities dealing directly with voc. ed.)					
TOTAL					
4. Guidance and Counseling					
a. Salaries					
b. Employe Benefits					
c. Other Expenses (includes prevocational group guidance)					
TOTAL					
5. Administration, Supervision and Evaluation					
a. Salaries					
b. Employe Benefits					
c. Travel					
d. Equipment (not instructional) and Supplies					
e, Communications and Utilities					
f. Other Related Costs (identify)					
TOTAL					
6. Research and Demonstration					
a. Salaries					
b. Employe Benefits					
c. Travel					
d. Equipment and Supplies					
e. Communications and Utilities					
f. Other Related Costs (identify)					
TOTAL					
7. Curriculum Development					
a. Salaries					
b. Employe Benefits					
c. Travel					
d. Equipment and Supplies					
e. Communications and Utilities					
f. Other Related Costs (identify)					
TOTAL					
PROPOSED COSTS (Items 1 through 7)					

REMARKS

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

Approval is subject to the terms of this agreement and signatures are fixed indicates approval to the program including the following conditions:

The Employer

1. Student-learner will not displace a regular worker.
2. The employer will provide a monthly rating of the student. The school will provide a monthly rating sheet.
3. The student-learner is paid a legal wage and it will increase as he progresses and is deserving.
4. The student will be given progressive and challenging work activities.
5. The student-learner will be covered by workman's compensation or comparable insurance while on the job.

The Student, Parent

1. The student-learner agrees to perform the duties in a loyal and faithful manner and work to the best interest of all concerned.
2. The student and parents are responsible for the transportation between the school and employment.
3. The student-learner will be covered by ample insurance for travel time to and from work.

The School

1. The program is under the direct supervision of a certified coordinator.
2. The student-learner will receive related instruction from the school including safety instruction.
3. The coordinator will periodically visit and evaluate the student at the training station.

All Parties

1. A schedule of organized, progressive work processes to be performed on the job has been prepared and stated on the reverse side of this agreement.
2. Safety instruction given by the school and employer will be correlated with on the job activities.
3. The program shall comply with all state, federal and local labor laws.
4. There will be a 10-day trial period for the student to adjust and prove himself.
5. The program may be terminated at anytime providing there is due cause and all parties have been given sufficient notice.

SCHOOL SECTION

School_____ City or Town_____

County_____ Type of Program_____
(T&I, DE, Interrelated, etc.)

This is a ONE_____ TWO_____ year program.

Weekly school instruction related to work (Related Inst. Class)_____hrs.

STUDENT SECTION

Name_____ Grade Level_____ Date of Birth_____

Occupational Objective_____ DOT Code No._____

Hours in school weekly_____ Hours at work weekly_____

EMPLOYER SECTION

Company Name_____ Type of Business and Industry_____

Beginning date of employment_____ Starting hourly rate_____

Daily hours_____ A.M./P.M. to _____ A.M./P.M. (Normal school day only)

As the employer, I am

Subject to the provisions of the Fair Labor Standards Act	Yes____ No____
Subject to Pennsylvania minimum wage provisions	Yes____ No____
Covered under Workman's Compensation Act	Yes____ No____

We the undersign agree to the terms and statements contained in this agreement.

_____ Employer

_____ Student

_____ Coordinator

_____ Parent

TRAINING OUTLINE

On the Job Experience	Approx. Time in Job Activity	In-School Instruction

(Use additional space if necessary)

OCCUPATIONAL SURVEY FORM

NAME OF BUSINESS OR FIRM _____

ADDRESS _____ PHONE _____

TYPE OF BUSINESS _____

PERSON REPORTING _____ TITLE _____

NUMBER OF EMPLOYEES: MALE _____ FEMALE _____ TOTAL _____

LEADING QUESTIONS:

_____ Have you experienced difficulty in obtaining competent and reliable persons when hiring additional help?

_____ Is there a shortage of trained or experienced workers in this occupation?

_____ What would you consider most important to a young man's or woman's success in this industry?

_____ Are there hazardous occupations or operations involved in this business? If so, what?

_____ Would you be willing to work with the school in training youth for this type of work?

If yes, what areas: _____

If no, why: _____

_____

ATTITUDE TOWARDS YOUTH:

	good	fair	poor	indiff.
His business				
Geographic area				
Safe working practices . . .				
Cooperation with school . .				

Is this a potential training station? Yes _____ No _____ Possible _____

Possible training areas? How many _____

List areas: _____

_____

_____

FRANKLIN COUNTY AREA

VOCATIONAL-TECHNICAL SCHOOL

R.R. 6, Chambersburg, Pennsylvania 17201

717-263-9033

G. Carl Wengert
Director
Vocational Education

William J. Owens
Supervisor
Vocational Education

November 11, 1970

Chambersburg Engineering Co.
Derbyshire
Chambersburg, Pennsylvania

Dear Mr. Clark:

The Franklin County Area Vocational-Technical School is designed to be an extension of the existing program of the participating high schools. The basic purpose of the school is to broaden and enrich the high school curriculum to include vocational-technical program of study for students who wish to be prepared for the world of work while in high school. To prepare these young people, the school teaches basic occupational skills and knowledge to qualify them for initial employment in their chosen occupation. The instruction received is in keeping with the requirements and standards of business and industry.

In an effort to offer the best training possible to our students we would like to establish a vocational cooperative work-study program as a final stage for preparing them for employment. The student receives part-time general education instruction in the school and technical training through part-time employment on the job.

This program training is accomplished by substituting the vocational training gained while employed in industry for the normal school shop and laboratory training. The program operates under written agreement between pupil, parents, school and employer to provide legal employment, systematic on-the-job training and supplementary education in school. Provisions will be made for adequate coordination and supervision. All students will receive a monetary wage.

After we receive your completed survey Mr. Sotak, our coordinator, will contact you for an appointment. At this time he will be glad to discuss the program in detail and answer any questions you may have.

Thank you,

Director of Vocational Education

FRANKLIN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL
Route 6
Chambersburg, Pa. 17201

BUSINESS SURVEY FORM

I. Name of business. . . . . .

II. Address. . . . . .

III. Phone. . . . . .IV. Type of business. . . . . .

V. Approximate number of employees. . . . . .

VI. Approximate number of office employees. . . . . .

VII. Approximate number of sales employees. . . . . .

VIII. Approximate number of trade and craft employees. . . . . .

IX. Advisory Committee: The school relies on the Community for expert advise and guidance. Would you or members of your staff be willing to serve on this committee?

Name	Address	Telephone
. . . . .		
. . . . .		

X. Would your business be willing to help provide work experience opportunities for the cooperative education student? Yes. . . . . No. . . . . .

If affirmative indicate the type and number of part-time positions you would have available.

A. Office. . . . . .

B. Sales. . . . . .

C. Technicians. . . . . .

D. Repairman. . . . . .

E. Craftsman. . . . . .

F. Other. . . . . .

XI. Comments:

COOPERATIVE EDUCATION
PERSONAL DATA SHEET

Date _____

Name _____ Present Address _____

(print) Last First Middle Phone _____

Do you live with your parents? _____ If not with whom? _____

Age _____ Birthday _____ Height _____ Weight _____ Male _____ Female _____

Father and Mother are: Living together _____ Apart _____ Separated _____ Father deceased _____ Mother deceased _____ Father remarried _____ Mother remarried _____ How long have you lived in Portland? _____

_____ How many brothers? (ages) _____ How many Sisters? (ages) _____ Your responsibilities at home _____

_____ Musical instruments you play _____

Father's Name _____ Birthplace _____ Occupation _____ Age _____ Mother's Name _____ Birthplace _____ Occupation _____ Age _____ Is it necessary for you to work? _____ why? _____ Give details of any illness, accidents, or operations within last 5 years _____

_____ Describe briefly any defects in sight, hearing, speech, or other physical impairment _____

_____ To what school organizations do you belong? _____

_____ What are your favorite sports, and how do you spend "off work" hours? _____

SCHOOL TRAINING:

A. List all courses you have taken in school and the grade you received:

Freshman Year:	Sophomore Year:	Junior Year:
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5 _____	5 _____	5. _____

SCHOOL TRAINING (CONT.)

B. What has been your major course of study?_____

C. What have been your favorite subjects?_____

PAST WORK EXPERIENCE:

List below the places where you have worked in the past.

	Type of Work	Name of Firm	Employer	Dates Emp.
1.				
2.				
3.				
4.				

NAMES OF SCHOOLS ATTENDED:

1._____ 3._____

2._____ 4._____

ATTENDANCE RECORD:

Has your attendance been: excellent ___ good ___ fair ___ poor ___

FUTURE PLANS:

Further Education _____ Marriage _____ Career plans _____

STUDENT DO NOT FILL IN THE BLANKS BELOW:

_____

SCHOOL RECORDS: Absences _____ Tardies _____ IQ _____

Grade average _____ Best Grade in _____

Remarks _____

_____

_____

_____

_____

_____

_____

_____

_____

INTERVIEW CARD

Name of Firm _____ Time of Interview _____

Address _____

Telephone No. _____ Date _____

Mr. - Mrs. _____, meet _____

_____ Age _____ Yrs., Vocational Student in

_____ at the Milton Hershey School in his

_____ year.

Signed _____
Coordinator Cooperative Vocational Education
Phone No. _____

Appointment Card

Date: _____

Time: _____

To introduce Mr. / Miss _____ S.S. ACCT. NO. _____

Student learner position _____ Code No. _____

From: Thaddeus Stevens Trade School Age _____ Grade _____

750 East King Street Curriculum _____

Lancaster, Pennsylvania 17602 Phone (Area Code 717) 397-2491

Teacher Coordinator: _____ Extension No. _____

Name of Company: _____ Phone No. _____

Address: _____

Contact: Mr. / Mrs. / Miss _____

Detach Along This Line And Return Bottom Portion Of This Card

FOR EMPLOYERS USE. Please note information and return card as soon as possible.

Students Name _____

Date applicant may report for training: _____ Clock No. _____

Name of applicant's supervisor: _____

Dept. employed in: _____. Hrs. of employment:

Days employed M T W T F From: _____ to _____

☐ ☐ ☐ ☐ ☐

Starting Date: Month _____ Day _____; Termination: Month _____ Day _____

Employer's Signature _____

Date _____

PORTLAND HIGH SCHOOL

PART-TIME COOPERATIVE COURSE

RATING SHEET

Student _____ Date _____

Training Station _____ Rated by _____

Directions: Place a check mark (√) on the line provided after each factor where you believe it best describes the degree of accomplishment.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
PROGRESS					
Has he advanced in Skill and knowledge this month?	Practically no progress	Progressed in only a few phases of his training	Satisfactory progress	Advanced rapidly	Exceptional progress
INITIATIVE					
Can he originate and carry through ideas?	Has to be told everything to do	Seldom goes ahead on his own	Goes ahead on routine work	Frequently looks for additional work to do	Always finding jobs that need to be done
RELIABILITY					
Can the student be depended upon in his work	Can seldom be relied upon	Frequently fails to come through	Can be relied upon in most cases	Only occasionally fails to come through	Can be relied upon implicitly in all matters
ATTITUDE					
Does he have a good attitude toward work?	Shows little enthusiasm	Rationalizes his shortcomings and mistakes	Normally enthusiastic about his work	Tries to improve his work in most cases	Always alert to finding ways to improving work
COOPERATION					
Does he work well with others?	Always wants his own way	Hard for others to work with	Usually congenial and easy to work with	Works well with others	Cooperates excellently in all matters

ADDITIONAL REMARKS:

RATING SHEET

Name _____ Date _____

Training Station _____ Rated by _____

Rate the student by placing a check (√) in the appropriate box next to each of the attributes listed below. Write in additional areas to be rated under the section labeled special job skills.

GENERAL

Attribute	Excellent	Good	Average	Poor	Remarks
Attendance					
Punctuality					
Progress					
Initiative					
Reliability					
Attitude					
Cooperation					
Appearance					
Adaptability					
Leadership					
Verbal Expression					
Accuracy					

SPECIFIC JOB SKILLS

GRADING CARD FOR EMPLOYERS

Altoona Area Vocational Technical School
Distributive Education

CUMULATIVE RATING CHART

(To be completed by employer)

Distributive Education Trainee: _____

Address: _____ Phone: _____

Employer: _____

Address: _____ Phone: _____

Department: _____ Rate: _____

Remarks: _____

_____

_____

Points on which student needs most improvement:

_____

_____

_____

_____

(see other side)

CUMULATIVE RATING CHART

Please use the following rating symbols:

(5) Superior (4) Average (3) Fair (2) Unsatisfactory (1) Failure

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Year Aver.
Accuracy										
Attitude										
Cooperation										
Health & Appear.										
Industry										
Initiative										
Knowledge										
Manner										
Sales Volume										
Selling Ability										

Rating Offical: Title:

Form Approved:
Budget Bureau No. 44-R0308

LEAVE THIS SPACE BLANK

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B: DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	
7. PROPOSED GRADUATION DATE *(Month, day, year)*	
8. NUMBER OF WEEKS IN SCHOOL YEAR	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	

17. TITLE OF STUDENT-LEARNER OCCUPATION:	
18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:	
22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 4. 68)

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.).*

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used).*

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) | *Signature of Student* | *Date*

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | *Date*

Title

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | *Date*

Title

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 944-466

LILS-1017 (6-70)

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
BUREAU OF LABOR STANDARDS

Please read carefully: This Special Certificate is applicable to Pennsylvania's Minimum Wage Law of 1968, Act No. 5, only. The state law covers establishments doing a gross volume of business below $250,000. a year.

Firms and industries doing a gross volume of $250,000. and over or engaged in inter-state commerce, are subject to the Fair Labor Standards Act, which is the federal law and are not eligible for this certificate.

Please indicate (x) coverage of your establishment: State ____ Federal ____

APPLICATION FOR SPECIAL CERTIFICATE

This form should be signed by the employer and two (2) copies returned to the Bureau of Labor Standards, Room 1404, Department of Labor and Industry, Harrisburg, Penna. 17120. This is an application form only.

I hereby apply to the Department of Labor and Industry for a SPECIAL CERTIFICATE authorizing the employment of -

☐ Students ☐ Learners

☐ Student-Learners (supervised school-work program) ☐ Apprentices (written apprenticeship agreement)

under the provisions of Section 4 (b) of the Pennsylvania Minimum Wage Law, Act No. 5, January 17, 1968, at less than the stated minimum, but not less than $1.00 an hour.

Name of firm _____

Address _____
(street) (city) (zip code)

Type of Establishment: _____

Liquor License: Yes ☐ No ☐

Special Certificate Occupation (s) _____ _____

Number of regular employees employed in the occupation(s) involved: _____

Nature of instruction and supervision _____

Duration of learning period: _____ Proposed Hourly Wage: _____
(if a learner or student-learner)

I have read the Regulations, under Pennsylvania's Minimum Wage Law, and agree to comply with the conditions specified for the duration of the permit.

Signed _____

Title _____

Date: _____

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF LABOR AND INDUSTRY
HARRISBURG 17120

717-787-4670

BUREAU OF
LABOR STANDARDS

OFFICE OF THE DIRECTOR

Date Issued:

SPECIAL CERTIFICATE

This Special Certificate for the employment of learners, apprentices and students, is granted under the provisions of Section 4 (b) of the Pennsylvania Minimum Wage Law, Act No. 5, January 17, 1968.

NAME OF ESTABLISHMENT _____

STREET _____

CITY _____

OCCUPATION (S): _____

☐ Student ☐ Student-Learner

☐ Learner ☐ Apprentice

The employment of students at less than the minimum hourly wage shall not have the effect of displacing a worker employed in the establishment in which the student is to be employed, nor shall it impair or depress the wage rates or working standards established for other workers engaged in work of the same or comparable nature.

No person shall be deemed a learner at an establishment in an occupation for which he has completed the required training; and in no case may a person be deemed a learner in such an occupation at an establishment after eight (8) weeks of such training, except that a person may be deemed a learner for a longer period if the Secretary finds after investigation that for the particular occupation a minimum of proficiency cannot be acquired in eight weeks.

Authorization granted by this certificate does not abrogate higher standards established under the Fair Labor Standards Act.

LILS-
1017-A

Director, Bureau of Labor Standards

POSSIBLE CONTACT ASSOCIATIONS

American Association of Nurserymen
835 Southern Building
15th and H Street N. W.
Washington, D. C. 20005

American Dental Association
220 East Superior Street
Chicago, Illinois 60611

American Forestry Association
919 17th Street N. W.
Washington, D. C. 20006

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

American Occupational Therapy Association
250 West 57th Street
New York, New York 10019

Association of Operating Room Nurses
151 East 50th Street
Room 402
New York, New York 10022

National Association of Dental Laboratories, Inc.
734 15th Street N. W.
Washington, D. C. 20006

National Sales Executives Inc.
630 Third Avenue
New York, New York 10017

National Retail Merchants' Association
100 West 31st Street
New York, New York 10001

National Association of Manufacturers
Two East 48th Street
New York, New York 10017

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

National Association for the Education of Young Children
3700 Main Avenue N. W.
Washington, D. C. 20016

National Association of Education Secretaries
1201 Sixteenth Street N. W.
Washington, D. C. 20036

National Advisory Health Council
Public Health Service
Department of Health, Education and Welfare

Pennsylvania Bakers Association
407 North Front Street
Harrisburg, Pennsylvania 17101

Pennsylvania Retailers Association
234 State Street
Harrisburg, Pennsylvania 17101

U. S. Department of Agriculture
also Division of Home Economics - Federal Extension Service

For additional information concerning Cooperative Vocational Education, please contact the consultant for Cooperative Education:

Department of Education
Box 911
Harrisburg, Pennsylvania 17126